

Teacher Expectations of Students and their  
Relationship with Teaching Process  
and Student Outcomes

Report :  
ERIC, NCERT  
New Delhi  
Project

1999

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## *Foreword*

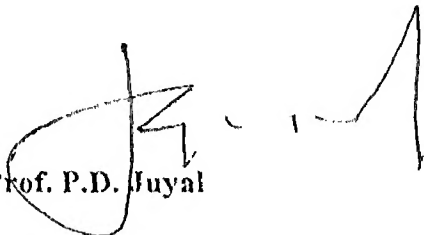
Research in area of teaching and learning occupies a place of significance in our endeavors to improve the quality of educational process going on in our classrooms. How a teacher teaches inside the classroom, how his behaviors are related with student-learning and which behaviors need to be inculcated among teacher-trainees so as to develop them into effective teachers, are main foci of attention in this context. One aspect of this attention has been teacher expectation cycle, which at its simplest level implies that teachers tend to develop academic achievement related expectations towards individual students of their classrooms and that these teacher held expectations tend to get fulfilled in a self-fulfilling manner.

At the surface of it, there seems to be nothing untoward in the development of such expectations among teachers. However, when we consider the possibility that towards some students teachers may develop negative expectations as well and that there is always a likelihood of teacher-held expectations being inappropriate, we become concerned as regards to the reality of teacher expectation cycle and its effects on student's learning, achievement and abilities. Deriving answers to questions like 'do teachers of our schools and colleges develop expectations towards their students?', 'how these expectations are formed and communicated to students?' and 'how various student related outcomes are influenced by these?' become very significant for the theory and practice of education in general and teacher education in particular. The present study addresses some of these questions, and on the basis of elaborate data suggest significant implications for both pre-service and in-service teacher training in Indian settings.





This significant study, undertaken by two colleagues of the department with financial assistance from ERIC, NCERT, New Delhi, highlights two aspects. Firstly, there is an immediate need to undertake more research work in the area to test the expectation-effects hypothesis in different samples and settings. Secondly, steps need to be initiated to moderate possible effects of negative teacher expectations through suggesting behavioral guidelines to teachers, as well as through making would-be-teachers of our teacher training institutions aware in this context. I sincerely wish that such follow-up work would be initiated by concerned individuals and institutions in our country. I also take this opportunity to congratulate Dhoundiyals for initiating and successfully completing the study and for focussing attention of Indian teacher-educators on an important aspect of educational process.



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## *Acknowledgements*

We wish to express our heartfelt thanks to Prof. B.K. Joshi, Ex-Vice Chancellor, Kumaun University, Nainital and Prof. B.S. Rajput, present Vice Chancellor, Kumaun University, Nainital for their encouragement towards research and extension activities.

We also express our sincere thanks to Prof. P.D. Juyal, Head, Department of Education, Kumaun University Campus, Almora for providing guidance, encouragement and facilities of the department for undertaking present study. He was also kind enough to write the foreword of present report.

Financial help for the study was provided by ERIC, NCERT, New Delhi and time to time reviews of the study were undertaken at Researchers' Seminars organized by ERIC, NCERT. We thank Prof. J.S. Rajput, Director, NCERT, New Delhi, for providing the financial help; Prof. A.N. Maheshwari, Joint Director, NCERT and Chairman, ERIC, for delivering his insightful address during Researchers' Seminar; Prof. Satvir Singh, Member-Secretary, ERIC, NCERT, for his guidance and scholarly suggestions; and the Senior Resource Persons of Researchers' Seminar organized by ERIC at CIET, NCERT, New Delhi (2<sup>nd</sup> to 4<sup>th</sup> July, 1997) and RIE, Mysore (26<sup>th</sup> to 28<sup>th</sup> April, 1998) for their reviews and suggestions. We express personal thanks to Prof. M.A. Khader, Prof. P.R. Nayar, Prof. J.C. Grewal, Prof. M. S. Lalithamma and Prof. S.P. Malhotra for their interest shown in the study and suggestions offered for its improvement. Thanks are also due to Sri S.K. Batra, Dr. A.K. Srivastava and Dr. C.G.V. Murthy, all from ERIC, for helping in



various ways as members of ERIC faculty. We express our sense of gratefulness towards all of them, individually and collectively.

Work on the study was undertaken with the help and co-operation of Mr. Lalit Pandey and Mr. Surendra Singh Kunwar, who worked for the study as project fellows. Their efforts and co-operation during the various phases of the study were praiseworthy. The timely help provided by Dr. Ramesh Chandra Lohumi and Mr. Harendra Singh Bisht was very significant. The help of Mr. Shivraj Singh and Ms Munni Chaudhari of Department of Education was also available to us in various ways. We express our thanks to each of them.

We also wish to express our sense of gratefulness towards Principals, teachers and students of the schools that were selected for carrying out the study. Their help and co-operation during the course of data collection still motivates us to work amongst them for further research.


During the same time when this study was being undertaken, we were also co-participants in the AIDS awareness development program *Becoming a Responsible Youth*, under the Directorship of Dr. S.D. Bhatt, Head, Department of Zoology, Kumaun University Campus, Almora. Thanks are due to Dr. Bhatt for bearing with our inability to give more time to an equally important endeavor.

It is needless to say that our involvement in this research study, coupled with our engagement in some other social ventures, ultimately diverts our attention from our children. Abhishek and Abhinav, growing these days into their teens, must have felt our being busier in things other than them. We wish to record here our confidence in them as being capable of growing into their full potential without much pampered, and may be sometimes nagging.



parenting on the part of mummy and papa. We thank them for keeping their progress steady, which boosts our morale to take up more engrossing works.

The almighty God was, is and will be with us in all our endeavors.



N.C.Dhoundiyal

V.R.Dhoundiyal





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## *CHAPTER-I*

### *Introduction*

A group of students under the charge of a teacher, interacting with each other in the context of specific subject matter, in an effort to develop desirable behavioral patterns, is how we visualize a classroom situation. It is in this situation that the process of education finds expression and that the cherished goals of education are attempted to be realized. There is a teacher in the classroom - an individual relatively higher in age than others present, who is expected to possess knowledge in a specific area and who attempts to communicate this knowledge in a sequential and effective manner. Students, less knowledgeable than the teacher and often lower in age, on the other hand, are expected to "learn" the knowledge communicated by teacher in the classroom. In general, this is the predominant conceptualization of our classroom based educational process. Teacher in such a situation acts as a knowledge provider or one who in one or other way facilitates acquisition of knowledge by students.

The responsibility of providing for or facilitating knowledge / development entails with it two implicit responsibilities. Firstly, the teacher is expected to provide this knowledge to all students to an equal extent; by which we mean that whatever the teacher teaches in the classroom ought to be acquired by students to the best of their respective potentials; and secondly, the teacher is expected to teach only that subject matter which is considered desirable to be taught to students. Curricular framework, subject matter, textbooks etc. are provided to define this desirable component.



In general, these twin responsibilities define the effectiveness of the individual who acts as a teacher in classroom situation. The extent to which he/she succeeds in communicating desirable knowledge and related components to all the students justifies his/her effort at teaching - it makes him/her successful or failure. Implicit in these expectations from the teacher are notions of equitability of teaching efforts and consideration of the ability of students. Efforts are expected on the part of teacher to adjust his/her teaching to the level of the ability of students, with a view to bring equal desirable changes among them.

Do teachers, in general, attempt towards these two aspects? Do they try to teach students equitably, in accordance to students' abilities, to bring in desirable changes within them? This and more or less similar questions have drawn the attention of educationists, researchers and practitioners all over the world from the very inception of classroom based teaching-learning. All research effort that falls in the category of improving quality of teaching is directed towards this end.) One such effort, namely, the *Oak School Experiment* by Rosenthal and Jacobson (1968) is very interesting in this context.

These investigators (Rosenthal and Jacobson, 1968) explored a ✓ specific aspect of teaching - learning situation: they hypothesized that instead of teaching students equitably, teachers tend to hold different expectations towards various students, particularly with reference to students' academic outcomes. These expectations, held by teachers towards individual students, are significant variables in classroom situation as these set in a chain of events so that operating as *self-fulfilling prophecies* these get actualized. In the study titled *Pygmalion in the Classroom*, these investigators reported findings





related with effects of teacher-held expectations on intellectual development of students. They selected elementary school teachers and students of their classes for the purpose of their study. A test of general intellectual abilities was conducted in these classrooms. However, teachers were told that the test was constructed to identify students who are late intellectual *bloomers* and who could be expected to show high academic achievement at the end-of-school-year. A few, randomly selected students were described to the teachers as late bloomers by the investigators. This experimentally controlled information was given to the teachers only once during the academic session. An end-of-the-term posttest with the help of the same test of general intellectual abilities was carried out and it was found that "late bloomers" out-gained their classmates on general abilities. Further, they were described by their teachers as more likely to succeed in the future, more interesting, happier and intellectually more curious. *Beetz*

These findings stirred much heated professional controversy and interest (Elashoff and Snow, 1971; Jensen, 1969; Rosenthal and Rubin, 1971; Thorndike, 1968) and initiated a series of research effort that attempts to find out the intricate processes involved in teacher expectation cycle. A brief survey of early studies carried out in this context provides much insight.

✓ Beetz (1968) attempted to test the expectancy effects hypothesis among sixty graduate students in education, who taught a symbol learning task to one child in a summer headstart program. Half of these future tutors were told that the child they would teach was culturally deprived and is expected to experience adjustment and achievement problems in the school. Other tutors were given positive



information about the child, i.e., the child would be able to adjust and do well in school despite cultural deprivation. Each tutor was asked to teach the meaning of twenty symbols in ten minutes. Findings revealed that compared with tutors of "non-problem" children, tutors of "problem" children taught significantly fewer symbols, devoted more time on non-teaching activities and rated these children as lower on achievement, ability and social competence. This resulted in fewer numbers of symbols learned by "problem" children as compared to "non-problem" group taught by tutors expecting the children to do well. These results suggested that teacher bias, induced experimentally, might effect student's actual learning.

Claiborn (1969) attempted to replicate Rosenthal and Jacobson's (1968) research. Claiborn led some of the teachers to believe that certain students would show much intellectual progress during the year as compared to others. The investigator observed classrooms of these teachers. The study reported no significant differential gain in IQ scores for experimental and control children. Further, it was revealed that teachers did not behave differently towards students of the two groups. These findings contradicted Rosenthal and Jacobson's (1968) *Pygmalion* effect. However, it was later pointed out (Dusek, 1975) that there were significant differences between the two studies - Rosenthal and Jacobson introduced expectancies at the start of the school year and conducted the study over a full school session, while Claiborn induced expectancies well into the school year and the post test was undertaken only after about two months. These differences in study design might have obscured the expectancy effects to take shape because the teachers might have formed their own expectations about students' potential through their observations in the early months of school session, prior to induction of expectations by the experimenter.



• Effects of adult bias on intellectual and social growth of retarded boys were the focus of the study conducted by Anderson and Rosenthal (1968). Names of eleven randomly selected boys described as potential intellectual "bloomers" were given to the counselor - incharge of the boys' program. Test of general ability and social competence were administered at the beginning and end of the eight-week experimental period. The study reported no expectancy congruent blooming in IQ and social competence - on the contrary a decrease on the reasoning sub-test was observed among boys expected to bloom.

• Conn, Edwards, Rosenthal and Crowne (1968) studied teacher expectancy effects among 258 students in grade one through six. Approximately 23% of students (n=60), selected randomly, were described to their teachers as potential bloomers. Test of general ability was used to measure IQ at the middle and end of the academic year, as well as at the end of the following academic year. No significant difference was obtained between the experimental bloomers in total IQ and reasoning and verbal sub-tests, both at the end of the first academic year as well as at the end of the following academic year.

Evans and Rosenthal (1969) administered test of general ability among children of elementary school at the spring. Teachers of one through sixth grades were given the names of randomly selected children (approx. 25%), described as potential academic bloomers. Posttest, carried out at the end of school year, revealed a significant treatment X sex of student interaction effect in the reasoning sub-test. It was found that boys who were designated as academic bloomers gained more in reasoning IQ as compared to the boys in the control group.



Rubovits and Maehr (1971) analyzed teacher expectation cycle in a microteaching context. Twenty-six female undergraduates were asked to teach a lesson to four sixth and seventh graders. These undergraduates were given false IQ and school program information about each child, indicating that two children were from school's gifted program and two were from regular tracks. Classrooms of these undergraduates were observed and it was found that though they did not differ in the amount of attention given to the children described as "gifted" and "non-gifted" but they did differ in the pattern of attention and praise given to the children of two groups: gifted children were requested for more information and their statements were more often praised. Rubovits and Maehr (1971) suggested that such differences in interaction with experimentally designated "gifted" and "non-gifted" children may lead to differences in the amount of learning by the two groups. In a replication study (Rubovits and Maehr, 1973), teaching behaviors of White female tutors towards both Black and White students of seventh and eighth grades were studied. Each tutor worked with two Black and two White students. False IQ and school track assignment information about each student was given, indicating that one student from each ethnic group was of lower IQ and from the school's regular track. Findings were similar to the earlier study - the amount of attention tutors paid to the students did not differ as a function of the child's assignment to the gifted or non-gifted group, but gifted students were asked to give more information and were criticized more than non-gifted students. Ethnic background of students was also found to interact with the quality of teacher interactions with them, showing that such characteristics may also influence teacher behaviors towards students. However, as no test of learning the subject matter taught to the students was carried out in the study, it is difficult to presume that





differential behaviors of teachers, obtained in the study, may also be taken as indication of the biasing effect of teacher expectations on learning and ability.

Rothbart, Dalfen and Barrett (1971) investigated the relationship between teacher expectancy and changes in student behaviors. Thirteen female teacher trainees, teaching an English lesson to four high school students, were studied. Two of the students were described to their teachers as lacking in intellectual potential, while the other two were intellectual bloomers. It was found that as compared to low teacher expectation students more attention was paid to high expectation students. However, it was also noted that though the teachers paid more attention to high expectancy students, both groups of students were equally reinforced, both positively and negatively. The study supported the hypothesis that expectancies induced by investigators resulted in differential treatment of students by teachers.

The role of teacher related factors in determining the effect of expectancy has also been explored by some of these earlier experiments. Alpert (1974), for example, explored the role of teacher experience in shaping expectancy effects and revealed that though in experimental situations, employing inexperienced beginning teachers, teacher behavior may differ as a function of expectancy, the behaviors of experienced, inservice teachers in actual classrooms may not. Carter (1969) investigated the relationship between teacher bias and children's performance among tutors with internal and external locus of control. Bias was induced among teachers through false IQ and psychological reports and it was predicted that no expectancy effects would be obtained among tutors with internal locus of control. However, no expectancy effects were obtained for the students taught



by tutors with external locus of control. On the other hand, tutors with internal locus of control under positive expectancy treatment condition tried to teach more words to students than tutors in negative expectancy condition. Carter explained these findings through arguing that tutors with internal locus of control acted upon their positive expectancies with the belief that outcomes are a direct result of human intervention rather than due to chance or fate.

Panda and Guskin (1970) conducted a replication of Carter's (1969) study. Seventy-two undergraduate female tutors, half of whom were each with internal and external locus of control, taught 72 kindergarten children. Half of the tutors were given positive biases and half were given negative biases. Analysis of number of symbols presented by the tutors and the number of symbols recalled by the children revealed no significant bias effects or interaction of locus of control and bias treatments. However, tutors with positive bias rated the children higher in academic achievement than tutors with negative bias. Rubovits and Maehr (1973) studied dogmatism as a related variable in expectancy effects, and it was found that high dogmatic teachers were more encouraging of White students and more ignoring of Black students than low dogmatic teachers were.

✓ Rosenthal, Baratz and Hall (1974) attempted to replicate teacher expectancy effects in an all Black school. A test of general ability was carried out in grade one through six at the start of academic session. Students were also asked to draw a man and to draw as many things as they can on a sheet of paper. Twenty percent of the children of each classroom were randomly selected as bloomers in creative potential and their names were told to the teachers. The study found no evidence of teacher expectancy effects for the school as a whole on test of general ability and creative potential. However, the



expectancy effects were obtained in grade fifth for both the outcome measures. Teachers of these classrooms tended to treat the bloomers in a more demanding way than other students.

Meichenbaum, Bowers and Ross (1969) tested the expectancy effects hypothesis among female adolescent offenders. These investigators identified six of fourteen adolescent girls as potential intellectual bloomers and gave their names to teachers ( $n=4$ ) teaching them. Academic performance, assessed both by standardized objective tests and teacher-constructed and subjective tests, was used as the criterion measure. Ongoing classrooms of these teachers were also observed to understand the interaction pattern occurring between teachers and students. The study found that potential bloomers scored higher than the control students on objective test of academic performance. Bloomers were also found to improve more than the control subjects in classroom behaviors do. Individual variations among teachers were noted in the context of their interaction with students.

Jose and Cody (1971) administered test of general ability and reading and arithmetic subtests from Metropolitan Achievement Tests series among children in nine first and second grade classrooms. Teachers of these classrooms were given the names of four randomly selected students, who were experimentally predicted to show academic blooming during the session. Four students in each classroom were selected to act as the control group. Classroom observations were periodically undertaken and posttest was carried out after sixteen weeks. Analysis of data, however, failed to reveal



any teacher expectancy effects on general ability and reading as well as arithmetic achievement. Further, there was no difference in teacher behavior towards experimental and control students as obtained in some studies.

Mendels and Flanders (1973) also studied expectancy effects on student achievement. Students of grade one were tested with cognitive abilities test at the beginning of the academic session, following which they were assigned to experimental (bloomers) and control groups. Three weeks after the pretest, teachers were supplied the names and false test data for the children. Two weeks prior to the posttest, conducted at the end of academic session, teachers were asked to grade students on reading, writing, arithmetic and social skills. The study found no significant difference across students of experimental and control groups on cognitive ability raw scores or IQ scores, although weak ( $p < 0.10$ ) significant gain in cognitive ability or IQ scores were noticed. No significant differences were also obtained in relation to teacher assigned grades as well. The results did not support the findings of Rosenthal and Jacobson (1968).

Dusek and O'Connell (1973) and O'Connell, Dusek and Wheeler (1974) also conducted a study to analyze the effects of teacher expectations on student outcomes. At the beginning of school year, Stanford Achievement Tests were administered to two second and two fourth grade classes. One teacher in each classroom was also asked to rank the students in terms of expected end-of-the-term performance in language and arithmetic skills. Each teacher was given the names of eight children whom she ranked from 1 to 16 and was told that these children would show large gains in language and arithmetic skills during the academic year. The remaining eight children served as control group. Outcome variables were assessed





through SAT during fall, winter and spring of 1971-1972 session and fall and winter of the next session. No teacher bias effects on SAT performance on any of five testing occasions were obtained. However, teacher rankings were found to be positively related with SAT performance. Dusek et al suggested that teacher biases do not influence student performance but they predict student potential.

✓ Brophy and Good (1970) and Good and Brophy (1972) reported findings related with teacher behaviors vis-a-vis their expectations. Rankings of students by their teachers interacted with teacher behavior towards them. Teachers demanded better performance and praised more often the students ranked by them higher than others.

Certain other studies, in which teachers or others were given false information about students and the influence of such false information on teacher bias effects were assessed, throw further light on teacher expectation cycle. ✓ Pitt (1956), for example, studied the effect of teachers' true or false knowledge of students' scores on students' achievement, attitude towards school, teachers and school related work, teacher rankings of student conduct and teachers' attitude and behaviors towards them. It was found that teachers' knowledge or incorrect knowledge did not correlate with students' achievement, attitudes and teacher ratings of student conduct and teacher attitude and behavior towards them. However, the IQ information given to teachers caused them to make more demands with "bright" students as compared to the students of lower intellectual ability.

✓ Cahen (1966a,b) asked 256 elementary school teacher-trainees to score tests obtained from fictitious students. They were given tests for scoring under four different conditions: (i) no information about students, (ii) IQ information about students, (iii) reading group



assignment information, and (iv) both IQ and reading group assignment information. Half of the tests were described to the trainees as high and half of low quality performance. The general finding obtained was that scoring of the tests was biased in relation to the information given to the trainees.

Flowers (1966) experimentally placed selected students in higher racks in two junior high schools and compared their achievement test and IQ test performance with students of the control group who remained in their original tracks. The experimental shifting of "brighter" students to higher tracks was not found to effect their IQ test performance and only in one school achievement test scores were found to be significantly higher for experimental group as compared to the control group. Flowers interpreted the results as providing weak linkage between track placement related teacher bias and its effect on students.

Teachers of 1,087 second grade students were studied by Fleming and Anttonen (1971b) and their teachers were given either correct IQ information, or, IQ inflated by 16 points, or, correct primary mental abilities score, or, no information about students of their classrooms. Stanford Achievement Tests and a self-concept test was administered among students at three occasions - beginning, middle and end of the session. This study also did not find any teacher-bias effect on achievement, self-concept and school grades, and nullified teacher bias effects hypothesis.

✓Finn (1972) provided experimentally controlled false racial, sex and IQ information to 200 fifth grade teachers about students and asked them to rate pairs of equivalent essays described to be written by fifth grade students. Race, sex and IQ information accompanied these essays. Data analyzed by Finn (1972) brought forth no effect of



sex, race and IQ information about students on teacher ratings of essays in terms of spelling and punctuation, grammar, sentence structure, organization, neatness, relevance of ideas and thought completeness. However, it was found that urban teachers rated the essays presumably written by high IQ students higher than those presumably written by low IQ students. This finding tends to indicate that in certain settings teachers may be expected to hold biases which in turn are likely to influence their perceptions and ratings of students' performance.

These various studies exemplify the typical approaches to verify existence and operation of teacher expectation cycle in the classrooms and related settings. Reviews of literature on teacher expectations published by different authors (Finn, 1972; Brophy and Good, 1974; Dusek, 1975; Braun, 1976; West and Anderson, 1976; Persell, 1977; Cooper, 1979; Good, 1980; Smith, 1980; Brophy, 1982,1983) elaborate upon various mechanisms involved in formation, communication and effect of teacher expectations held by teachers. Rosenthal (1976) conducted a meta-analysis of over 300 studies on expectation effects in different situations and found that 37% of these studies reported findings consistent with the self-fulfilling prophecy hypothesis (Merton, 1949; Clark, 1965). The percentage of positive results from classroom studies was more or less similar to the overall percentage. Most of the non-significant differences also favored the self-fulfilling hypothesis and results in opposite direction were less than chance occurrence. These findings initiated a series of research effort, spanning almost thirty years and still continuing, that attempts to find out the intricate processes involved in teacher expectation cycle (Dusek, 1975; Darley and Fazio, 1980; Brophy, 1983a,b; Dhoundiyal and Rawal, 1983; Dusek and Joseph, 1983; Jussim, 1986; Good, 1987; Dhoundiyal, 1993). A



number of models of teacher expectation cycle have been proposed since the publication of *Pygmalion in the Classroom* to explain different aspects of the phenomenon (Finn, 1972; Brophy and Good, 1974; Braun, 1976; West and Anderson, 1976; Cooper, 1979; Darley and Fazio, 1980; Eccles and Wigfield, 1985; Jussim, 1986). Dhoundiyal and Dhoundiyal (1993) attempted a synthesis of these models in a presage-process-product continuum and have published specific studies in Indian context (Dhoundiyal, 1993; Dhoundiyal, 1998).

Findings obtained by studies in general tend to suggest that though teacher expectations do not always or automatically function as self-fulfilling prophecies, they can and often do have such effects (Smith, 1980; Brophy, 1982; Cooper and Tom, 1984). Brophy (1982) has discussed evidence from a number of studies (Williams, 1972; McDonald and Elias, 1976; Humphreys and Stubbs, 1977; Crano and Mellon, 1978; Smith, 1980 and Brattesani, Weinstein, Middlestad, Marshall (1981) for example), and concluded that teacher expectations do have self-fulfilling prophecy effects on student achievement levels, but these effects are limited in size, averaging between 5 to 10 percent. Brophy also points out that even such a small average effect of teacher expectations is an important difference as there is always a possibility of large individual differences among teachers and the effects have every likelihood of being compounded across school years.

✓ Investigators have tried to elaborate upon the basic idea contained in Rosenthal and Jacobson's Pygmalion study. Rosenthal and Jacobson (1968) proposed that generally teachers are aware of the academic potential of their students, which is based upon their





observations of student characteristics. This awareness and related observations form the basis of development of expectancies towards students. Once formed, expectancies are communicated to students through teacher behaviors. Students, on their part, attempt to fulfill their teacher's expectations, thereby, bringing a change in their academic performance and ability.

Finn (1972) specified a network of expectations that tends to operate in educational settings. Cultural traditions and demands vis-a-vis age, race, sex, abilities and previous achievement characteristics tend to shape expectations of peers, parents, teachers and others towards every individual, who in turn formulate their own self-expectations in a conscious or unconscious manner. These self-expectations, according to Finn, lead to specific levels of outcome behaviors (achievement).

The six step model proposed by Brophy and Good (1974) includes stages like formation of differential expectations regarding achievement potential and personal characteristics of students, differential behavior of teachers towards students in view of differing expectations held by them, differential behavior of students towards their teachers in view of their differing personalities and differing treatment received, complementation and reinforcement of teacher expectations by students, approximation of teacher expectations more and more closely by the student, and effects on student outcome measures. Braun (1976) put forth a behavioral cycle between teacher input and learner output factors to explain the dynamics of teacher expectancy effects. Accordingly, teachers for varied reasons perceive competencies and potentialities of children differently and these perceptions act to shape their expectations towards each child. These expectations in turn shape teacher's behavior towards children in



terms of a number of interaction variables, causing change in student's expectation, behavior and achievement. Cooper (1979) further elaborated the self-fulfilling prophecy phenomena through the model of expectation communication and behavior influence. The basic tenets of this research effort, involving hundreds of studies, may be summarized in the words of Good (1987) as follows:

1. Teachers form differential expectations for student behavior.
2. Consistent with their differential expectations, teachers behave differently towards various students.
3. This treatment tells students something about how they are expected to behave in the classroom and perform on academic tasks.
4. If the teacher treatment is consistent over time and if students do not actively change it, it will most likely affect their self-concept, achievement motivation, level of aspiration, classroom conduct and interaction with teachers.
5. These effects generally will complement and reinforce teacher expectations, so that students will come to conform to these expectations more than they might have otherwise.
6. Ultimately, this will affect student achievement and other outcomes. High expectation students will be led to achieve at or near their potential but low expectation students will not gain as much as they could have gained if taught differently.

The expectation cycle seems to have a logical basis in view of the famous statement of Thomas (1931): "If men define situations as real, they are real in their consequences". Commenting in the context



of Rosenthal and Jacobsons' (1968) study, Postman and Weingartner (1969) have also indicated the logical nature of expectancy phenomenon in classrooms:

"What we see is a product of what we believe to be out there. We see things not as they are, but as we are.... the teachers (of the study) perceived these children as intelligent because they were expecting to see intelligent behavior. The teachers, like the laboratory experimenters, made the reality that was there. But we can assume that once the teachers made that reality, the children began to make one of their own. The children modified their behavior in accordance with the positive expectations of their teachers. In other words, the children changed their perceptions of themselves, and they did so because their environment had a positive effect on their purposes and assumptions".

Convincing, if not unequivocal, research support to the existence of expectancy phenomenon from studies and interpretations like Little, 1968; Palardy, 1969; Pipert, 1969; Good, 1970; Rothbart, Dalfren and Barrett, 1971; Jeter, 1972; Tyo, 1972; Mendoza, Good and Brophy, 1972; Jeter and Davis, 1973; Seaver, 1973; Cronbleth, David and Button, 1974; Brophy, 1983; Jones, 1986; Jussim, 1986; Miller and Turnbill, 1986; Good and Brophy, 1993, 1994; emphasize the need to further understand its operation in different settings. In this context, it is important to note that research in the area of teacher expectation in Indian schools and colleges has not been taken up to the extent it seems desirable and only few studies (Singh, 1970; Dhoundiyal and Dhoundiyal, 1984a,b, c, 1985a,b, 1986, Dhoundiyal, 1993) have come forth: Singh (1970) studied expectancy effects on IQ of students, while Dhoundiyal (1984) surveyed naturally occurring expectancy biases among primary school teachers and later



(Dhoundiyal and Dhoundiyal, 1985,1986,1993) explored the effects of experimentally induced teacher expectations on socio-metric indices of primary grade pupils. Still further, Dhoundiyal (1998) attempted to explore expectancy related biases among student-teachers of B.Ed. level and tried to analyze the interaction of such biases on evaluation of student performance as well as designed and assessed the effectiveness of a remedial instructional component for teacher trainees. However, despite these attempts, study of expectations occurring among inservice teachers towards specific categories of students and study of teacher held expectations towards actual students of their classrooms, the teacher behavior towards students for whom differential expectations are held by teachers and the effect of such expectations on student outcomes seem to have not been undertaken. It was in view of this relative lack of comprehensive understanding of teacher expectation phenomenon in Indian setting, particularly at secondary school level, that present study was undertaken among teachers and students of high school level in district Almora, U.P., India under the support and supervision of ERIC, NCERT, New Delhi.

### **Statement of the Problem**

The proposed study focussed attention on exploring teachers' expectations towards their students and analyzing interrelationships of teacher expectations with teaching process and some selected student outcomes. Thus, the study was stated in following terms.





*Teacher Expectations of Students and their relationship with Teaching process and Student outcomes*

Further elaboration of the key terms used in the statement was undertaken to specify the focus of study. These key terms include:

**Teacher expectations (of students)**

**Teaching process**

**Student Outcomes**

**Teacher Expectations (of students)**

The term teacher expectation of their students has been used in different contexts by numerous researchers since the publication of Rosenthal and Jacobson's study. Literally (English and English, 1958, Good, 1959, Wolman, 1973) teacher expectations towards students refer to a state of anticipation, often associated with tension or emotion, for specific behavior patterns. It also refers to predicted level of success. Stogdill (1959) referred to expectations as readiness for reinforcement. Stoller, Algozzine and Ysseldyke (1981) used it as subjective probabilities assigned to the occurrence of a future event. Merton (1948) and Rosenthal and Jacobson (1968) pointed towards a self-fulfilling dimension in teacher expectations through specifying that teacher expectations are self-fulfilling prophecies as these refer to "an initially false definition of the situation, which becomes true because of actions performed as a result of public acceptance of the



prophecy”(Merton, 1948), and, “a process whereby one person’s expectation for another person’s behavior can quite unwillingly become a more accurate prediction simply for its having been made”(Rosenthal and Jacobson,1968). Cooper and Tom (1984) have categorized different definitions of teacher expectations used by different investigators into three categories, viz., estimates of present ability or achievement, expected improvement on the part of students, and natural discrepancies between teachers and tests. Finn (1972) has defined expectations or expectancy or expectation set as “.... a conscious or unconscious evaluation which one person forms of another,.....which leads the evaluator to treat the person evaluated in such a manner as though the assessments were correct...”.On the other hand, Brophy and Good (1974) and Good and Brophy (1994) refer to teacher expectations as “...inferences that teachers make about the present and future academic achievement and general classroom behavior of their students” .For Braun (1976) teacher expectations are perceptions of the teacher about the potentialities of children, while for Mason (1973) these are teacher’s “prediction of student’s future academic success”.

Operational assessment of teacher expectations too has differed among various investigators, and quite often it has depended upon the contexts in which particular studies were undertaken. In studies which included experimental manipulation of expectations to assess the effect of such induced expectations, it was suggestive information supplied by the investigator that was taken to increase (or decrease) teacher expectations. Investigators exploring teacher expectations in natural settings employed a number of criteria; for example, expectations were taken to be opinions of teachers, rankings of students by teachers in terms of future academic achievement, teacher perceptions of students as high or low achievers, or, estimation of



students' IQs by teachers. This was particularly true when teachers' expectations towards individual children of their classrooms were sought to be inferred. However, in certain studies, teacher expectations towards certain groups of students has also been studied through various means, including questionnaires which asked teachers to state their expectation (belief) towards one or other group of students.

In present study the focus of attention was on both individualistic as well as group oriented expectations held by teachers. The investigators wanted to study both generalized teacher expectations, i.e., expectations of teachers towards specific groups of students in terms of academic achievement potential and individualized teacher expectations towards individual students present in the classrooms. Thus, the term teacher expectations (of students), as used in present context, includes both constructs, viz., teacher expectations towards selected groups of students defined in terms of certain criteria (sex, caste group, SES, age, previous achievement, physical attraction, name stereotype etc.) and teacher expectations towards individual students present in the classroom. Dhoundiyal (1984) has adopted a questionnaire approach to elicit student-teachers' academic achievement related expectations towards pre-defined groups of students. In this study, a specifically prepared questionnaire asking student-teachers to ascribe arbitrarily graded academic achievement marks to well defined groups of students in view of their own opinion was used to explore their generalized expectations. The same approach was selected for present study among inservice high-school level teachers. More elaborate discussion on this aspect has been presented in the chapter on tools and data collection.



Teacher expectations towards individual students have been elicited in present study through use of teacher nominations. Teachers were asked to nominate five students of their class who in their opinion are expected to show high level of end-on-the-term academic achievement in the annual examination. These students were designated as high teacher expectation students or high expectation students (highs). Teachers were also asked to nominate five students of their class who in their opinion are expected to show low level of end-of-the-term academic achievement in annual examination. These students were designated as low teacher expectation students or low expectation students (lows).

It needs to be mentioned that both individualized teacher expectations (nominations of students by teachers in high and low teacher expectation categories) and generalized teacher expectations (sometimes referred as teacher expectation biases) were elicited at the beginning of school year, to be particular within two weeks of the commencement of academic session.

### **Teaching Process**

In their efforts to provide knowledge to students, teachers employ various behaviors and skills. They talk, listen, write, ask questions and do many things. In fact, whatever a teacher does inside the classroom with the purpose of transmitting curricular content to students may be classified as process of teaching.) A number of observational systems are available to analyze behaviors exhibited by teachers in the classroom for the purpose of teaching. These systems either analyze teaching process qualitatively or quantitatively





(Erickson, 1986; Goetz and LeCompte, 1984) and both approaches have their own merits (Hammersley, 1992; Stodolsky, 1990). Good and Brophy (1971) has pointed out that though various systems have been used in a number of studies in a successful manner, there is much need to analyze intra-class differences in teacher-child interactions because there is need to study the process of teaching as it occurs differentially across various students.

Research in the area of teacher expectations assumes that expectations held by teachers towards different students get fulfilled and students tend to perform in accordance to these expectations. Teaching process, or more particularly the behavior of teachers, is assumed to mediate these teacher expectation effects in the sense that teachers holding high expectations towards some students adopt positive behavioral patterns towards them or vice-versa they tend to behave negatively towards students for whom they hold low expectations. Good and Brophy (1970,1971) have argued that observation systems visualizing teacher behaviors in a global fashion, overlooking the differences in teacher behavior towards specific students, tend to neglect much of the action occurring in the classrooms. These investigators have presented what they termed as a powerful alternative to analyze classroom interaction between teacher and his/her students so that much of the differential treatment given by the teacher in the process of teaching to various students is captured. Since the focus of teacher expectation research in general and of the present study in particular is to understand interaction between teacher and specific groups of students, the process of teaching is viewed as differential treatment of different children in the classroom. In line with the approach adopted by Brophy (1983), Brophy and Good (1970), Good and Brophy (1970,1971,1994) and so many other researchers working in the context of teacher behaviors



and expectancy cycle, teaching process has been construed and analyzed as dyadic interaction patterns between the teacher and an individual child, ignoring much of the teacher behavior directed to the classroom group. Teaching process thus includes dyadic interactions including response opportunities; teacher afforded communications and contacts initiated by the child (Good and Brophy, 1994).

### Student Outcomes

The very interest in teacher expectancy research seems to have originated due to the fact that teacher expectation of students, developed on whatever bases, tend to get fulfilled. Rosenthal and Jacobson (1968) have revealed that expectation effects are powerful enough to cause differential gains in IQ. Similarly, Hersh (1971), Pellegrini and Hicks (1972), Sutherland (1974) and Dumke (1978) have noticed that positive expectations tend to facilitate gain in IQ. However, there are a number of studies in which no differential gain in IQ was found as a result of positive expectations held or induced among teachers (Anderson and Rosenthal, 1968; Fielder, et al, 1971; Goldsmith and Fry, 1970; Jose and Cody, 1971; Kester and Letchworth, 1972, for example). Despite these equivocal findings, intense research in the area continued due to obvious simplicity of the argument implicit in expectancy cycle, i.e, having formed their expectations, teachers tend to behave towards their students in ways that make these expectations fulfilled. The interest in expectancy effects has not remained confined to gain in intelligence or general ability, but a host of other student related outcome factors have been



considered. These include student achievement and school grades (Pitt, 1956; Cahen, 1966; Beez, 1968; Claiborn, 1969; Palardy, 1969; Anderson, 1970; Heapy and Sciss, 1970; Goldsmith and Fry, 1971; Seaver, 1971,73; Doyle, et al, 1972; McDonald and Elias, 1976; Warlick, 1978; for example), teacher ratings (e.g. Meichenbaum, 1969; King, 1970; Hersh, 1971; Jacobs and DeGraff, 1973; Mason, 1973; Ouimet, 1978), Self-concept (Pitt, 1956; Videbeck, 1960; Shulman, 1977), level of aspiration (e.g. Terry, 1977) and different socio-metric indices (e.g. Hawkes, 1968; Jacobs and Richard, 1970; King, 1970; Shu, 1979). In fact the effect of teacher expectations on student's general ability and achievement has been proposed to be mediated by student related variables like level of aspiration, need for academic achievement, self concept etc. by different models of expectancy cycle. The present investigation also envisages that positive (high) expectations held by teachers towards individual children operate to cause changes in general ability and academic achievement through influencing student related characteristics that make them more achievement oriented, motivated and hard working, while the contrary is true for students towards whom teachers hold negative (low) expectations. Following student related outcomes of classroom experience of teacher expectations were proposed to be studied in present investigation.

1.Intelligence

2.Adjustment

3.Self concept

✓ 4.Academic achievement motivation

5.Study involvement



6. Academic anxiety

7. Academic achievement perception

8. Academic achievement in terms of marks obtained in end-of-the-term annual examination.

2

### **Aims and Objectives of the study**

The broader aim of present investigation was to test the existence and operation of teacher expectation cycle in high school level classrooms of Indian settings. This broader aim includes exploring presence of generalized teacher expectations (expectations biases) among high school level inservice teachers, eliciting individualized teacher expectations in actual classrooms of these teachers and analyzing teacher behaviors towards high and low teacher expectation students in the context of individualized expectations of teachers. This attempt also includes analysis of teacher expectation "effects" on selected student-related outcomes in the context of high and low expectations held by teachers towards different students. These various aspects of present study may be stated as following specific objectives.

1. To survey the generalized teacher expectations among inservice high school teachers.

2. To analyze the association between teachers' generalized expectations and their different personal, socio-economic and certain socio-psychological variables.





3. To analyze the association between teacher's generalized expectations with their nominations of high and low expectation students (individualized teacher expectation based nominations) of their respective classrooms.

4. To analyze and compare teachers' dyadic interactions with high and low teacher expectation students.

5. To analyze and compare gains in selected student related outcomes of high and low teacher expectation students over the school year.

### ✓ Primary Assumptions of the Study

Derived through extensive research work undertaken in the area of teacher expectation cycle and particularly in view of scholarly attempts to interpret various aspects of the phenomenon (Brophy and Good, 1970; Finn, 1972; Brophy and Good, 1974; Braun, 1976; West and Anderson, 1976; Cooper, 1979; Good, 1981; Brophy, 1983; Cooper and Good, 1983; Cooper and Tom, 1984; Cooper, 1985; Good and Weinstein, 1986; Jussim, 1986; Jussim, 1990; Good, 1993) certain primary assumptions guided formulation and conduction of present study. These primary assumptions may be enumerated as follows.

1. Teachers in general and high school level inservice teachers in particular tend to form and hold specific expectations towards their students. These expectations may be viewed as differing academic



achievement potentials perceived by teachers and may be oriented towards various groups of students (Generalized teacher expectations) or towards individual students (individualized teacher expectations).

2. The generalized teacher expectations (Generalized expectation biases) may be defined as ascription of different academic achievement potential to different groups of students, defined in terms of criteria like sex, caste group, socio-economic status group, previous achievement group, age group, physical attraction group and name stereotype group. It is assumed that teachers tend to be positively or negatively biased towards one or other group of students in their perceived academic achievement potential and thereby tend to ascribe different levels of academic achievement to these groups.

3. Individualised teacher expectation, on the other hand, is the teacher perceived academic achievement potential of an individual student of his/her classroom. This may be elicited through asking the teacher to nominate students into different levels of perceived academic achievement potential for end-of-the-term examination.

4. The generalized teacher expectations, as defined above, interact in significant manner with the personal, socio-economic and selected socio-psychological variables of teachers.



5. The generalized teacher expectations held by teachers also play a significant role in shaping teachers' nominations of their students into high and low expected end-of-the-term academic achievement categories (individualized teacher expectations); and teachers generally tend to nominate those students into high teacher expectation category who belong to the group towards which they themselves are positively biased.

6. Nomination of students into high and low expected end-of-the-term academic achievement categories (individualized teacher expectations) by their respective teachers is associated with the related personal, academic and socio-psychological variables of students.

7. The quality and quantity of classroom interactions between teachers and their students varies significantly across students nominated by teachers into high and low expected end-on-the-term academic achievement categories (individualized teacher expectation categories).

8. Individualised teacher expectations held by teachers towards students and elicited through teacher's nomination of students into high and low expected end-of-the-term academic achievement categories may be viewed to cause differential gain in student-related outcomes over the school year.



### Significance of the study

School is an institution designed to transmit the intellectual heritage to oncoming generations. As such it occupies an important place in social organisation. Within the school, classrooms are the places wherein this process of transmission occurs in a group situation. There is a teacher in the classroom and a varying number of students at his/her charge. The process of education gets translated into content-specific interactions between the teacher and students. Teacher as a representative of broader society is responsible to shape these interactions in such a manner that students may imbibe the content to a desirable extent. Study of the process of education and the role of teacher in carrying out this process is in itself a cherished goal, for understandings generated through such studies help us improve its various components. Indeed, research in almost every area of education directly or indirectly aims at improvement of this process and there is no doubt that we have gained much from researches carried out in past decades. However, many of the intricacies of the process of education occurring in the classroom are still not well understood despite continued exploration. Effect of teacher expectations is one such area where more and more research is needed to clarify the ambiguities. It needs to be specifically mentioned here that much research work has been undertaken in this area in contexts other than Indian schools and though substantive insights into various aspects has been attained, we can not directly import and implement such insights to describe and improve ongoing





processes in our specific settings. Therefore, research needs to be undertaken to understand teacher expectation cycle as it operates in our classrooms, which is embedded in specific socio-cultural ethos. Here attention must be taken that in our situation there exist relatively more rigid sex, caste, age and socio-economic differentiations in broader society and these typical differentiations may get reflected in our classrooms through expectations held by teachers.

Teacher expectations seem to be the operative dimension of teacher's personality. This personality develops through operation of a number of influences upon the individual. Finn (1972) has pointed out that socio-cultural milieu of teachers may impinge upon their attitudes and beliefs and while forming their expectations teachers may use these attitudes and beliefs in a significant manner. In general, the Indian society adopts orientations in which males are given a place of high status and prominence. Implied in such male dominated view is the notion of his superior abilities, skills and potential. It will be no wonder to find that growing and living in a male dominated milieu, teachers of Indian settings adopt a biased view towards male students and develop expectations consistent with it. Similarly, there are caste/socio-economic differentiations, entailing that upper caste and/or socio-economic status individuals are endowed with better intellectual potential. Such beliefs are even enmeshed with prevalent religious practices. These notions may also get into the classrooms via expectations held towards students. The point is that there is every likelihood that through teacher expectations this specificity perpetuates itself - teachers believing appropriately or inappropriately in one or other way transmit their views to the next generation each year in the classrooms.



Implied in teacher expectation hypothesis is the assumption that teachers observe various characteristics of their students in their classrooms and form their expectations on the basis of these observations. Exactly what do they observe and process to develop expectations is of prime importance in this context. Do they observe qualities that are directly and intimately related with intellectual and academic potential? , or, do they rely upon some of the indirect or even inappropriate characteristics ? If teacher expectations are based on such criteria like sex, caste, age, height and physical attraction, and if students with particular set of such characteristics are viewed as having more or less academic potential, then such teacher expectations entail some degree of inappropriateness. There are likely to be some students for whom teachers may hold negative expectations and if such expectations really get fulfilled, the effects are undesirable too. Postman and Weingartner (1969) have pointed to this danger through asking educationists and researchers “ how many children do you suppose have been driven to stupidity because their teachers believed that they were stupids?” This question may be rephrased for Indian context as “how many female students do we suppose have been driven to stupidity because their teachers (predominantly males) believed that women (or men) are stupids?” or, “how many lower caste students do we suppose have been driven to stupidity because their teachers (predominantly belonging to upper castes) believed that lower caste students are stupids?” Answers to such questions seem to emphasize exploration of teacher expectancy phenomenon and related mechanisms in Indian classrooms in a vigorous manner so that realities of inside-classroom educational process may be understood and corrective action, if needed, may be designed.



Teacher expectation cycle is a complex process - involving many input, process and output factors. There is the teacher, with his/her specific experiences, education, beliefs and orientations. He/she acts in ways he/she deems suitable. Then there is the student - recipient of teacher behavior towards him/her. He/she receives the messages emitted by the teacher through behavior, interprets it in accordance to his/her perceptions, beliefs and actual potential, and adopts orientations and behaviors in compliance with teacher expectations or cause teachers to re-evaluate his/her perceptions in view of his/her current behavior and academic output. There are also various contextual factors - large or small classrooms, distant or intimate level of interaction, open or structured classroom environment, level of academic motivation in the school etc. All these factors may be viewed to influence operation and effect of expectations held by teachers towards their students. Surely, a single study may not attend to all the complexities involved in teacher expectation cycle. This has been found to be true in other countries, where equivocal findings have challenged educational researchers since almost three decades. A series of research studies are needed to analyze and understand teacher expectancy phenomenon in Indian classrooms. A start has been made and present study may be viewed as a step forward in this direction.

The present study derives its significance from another angle too. Through research work undertaken elsewhere, certain implications for classroom behavior of teachers have been derived and attempts to include these suggestions into teacher education curriculum have been undertaken. This is evident from inclusion of expectancy related subject matter into handbooks and learning materials for teacher trainees as well as teacher educators. However, since expectancy phenomenon has not been much explored in Indian classrooms and



not much is known about the processes involved in this context, Indian textbooks and other learning materials for would-be-teachers largely do not contain suitable material on teacher expectation cycle. This leaves these teacher trainees uninitiated in the area of taking any corrective course. Dhoundiyal (1998) has shown the presence of generalized expectancy biases among teacher trainees to a large extent. Remaining unattended due to lack of curricular emphasis, these student-teachers may be envisaged to keeping on to perpetuate these expectation biases in their classes on joining active service. If sex biasness, caste biasness, socio-economic status biasness etc., adhered by these would-be-teachers remain with them to influence their teaching behaviors, evaluations of students by them and their general behavior in school and society, we may as well find ourselves faced with the basic question asked by Postman and Weingartner (1969) -“How many children...” We want to emphasize that sound, research based insights and their implications for classroom behavior and thus teacher training are needed to be derived in Indian contexts, for guarding against the effects of biased teacher expectations is possible only through inculcating due emphasis on teacher expectation phenomenon in teacher education curricula. The present investigation may provide significant insights for such a curricular emphasis.





## *Chapter-II*

### **LINKAGE SYSTEM OF THE STUDY: AN OVERVIEW OF RESEARCH PERSPECTIVE**

A huge amount of research work has been undertaken on the self-fulfilling aspect of teacher expectations towards students. Basically, these explorations formulated their hypotheses on the presage-process-product paradigm of teaching. Models of teacher expectation cycle, presented by different investigators, have elaborated upon these linkages. In general, these models assume the existence of certain teacher and student related factors, which interact with each other and result in developing specific teacher expectations. Once developed, teachers in their day-to-day behavior in classroom and school exhibit these expectations. Students observe the behavioral expression of teacher expectations towards themselves. They are either expected to show positive behaviors in the classroom or to show relatively better academic performance. Towards some of the students, teachers may adopt a neutral stance and there may be some students for whom the teacher may hold negative expectations. Receiving differential behaviors, students may themselves behave in a number of ways, some trying to fulfill the expectations, while others staying away or overlooking what has been expected of them. It has been proposed that the general trend is to act in ways so that what is expected tends to be achieved through changes in behavior patterns, academic effort, interest and



participation in studies etc. Teachers too observe these changes in the behavior of students and generally find that their expectations were true from the very beginning. This basic paradigm of teacher expectation research serves our purpose of evolving a linkage system for present study.


### **Sources of Teacher Expectation Formation in Indian Context**

The first and naturally prime most question in the context of evolving a linkage system for present study is that what are the student-related factors that may come into play in the formation of teacher expectations. The first such factor seems to be the sex of the student. As has been pointed out earlier, Indian society is somewhat rigidly stratified on the basis of sex. Differentiation between sex groups finds expression in various aspects of life and social organization. Sex plays important part in defining roles and responsibilities of an individual in family, neighborhood, community and society. This differentiation seems to be present in the field of education too. There are a number of separate schools for the two sexes, different levels of value is placed on the education of males and females, the two groups are expected to pursue education for different purposes. A look in to the rate of male and female enrolment at different levels of education, curricular areas pursued and level of maximum educational attainment by them, provide ample indication that differentiation among sex groups with respect to education may be a potent source of teacher expectation formation in Indian settings.

The role of sex as a basis of teacher expectation formation has been the focus of study in many investigations conducted in other settings. In the studies conducted by Clifford and Walster (1973) and



Seaver (1971,1973), teachers were found to favor male students in their academic expectations. On the contrary, in the studies of Bergan and Smith (1986), Kehle, et al (1974), Adams and Cohen (1976a) and Porter (1979), it were the female students who were expected to perform better in academic area. There are also certain studies where academic expectations were not found to differ for male and female students (e.g. Adams and LaVoie, 1974; LaVoie and Adams, 1974; Ross and Salvia, 1975; Mertens, 1976; Roland, 1977; Adams, 1978, BarTal and Saxe, 1979; Bernard, 1979; Purgess, 1979; Wilkerson, 1980). A tendency of differing social and/or personality expectations also seems to be present, sometimes favoring males (Helton and Oakland, 1977) and at others to females (Clifford and Walster, 1973; Kehle, et al, 1974; Adams, 1978). The specific socio-cultural milieu and expectations for better performance in different areas seem to interact with the findings of different studies. Nonetheless, this trend is indicative of the role of sex of students as an input factor in teacher expectation formation and in view of the sex-based differentiation largely present in Indian context, it seems to play a more crucial role.

 Another student related factor that very readily comes to mind as being significant in teacher expectation formation in Indian schools and classrooms is the caste group membership. Caste in Indian society seems to be very important. Caste tends to influence life in general and individual's social spectrum in particular. In India caste determines the network of social relationships an individual gets related with and shapes his/her values and attitudes. Caste differentiations contained in Hindu mythology, in the shape of Brahmins, Kshatriyas, Vaishayas and Shudras, profess separate occupations and even tend to entail different potential among individuals belonging to different castes. Brahmins (priests), for



example, are people endowed with intellectual potential and engaged in learning. Kshatriyas (warriors), on the other hand, is a caste primarily viewed as responsible for physical endeavors, defense and the like. Vaishya caste represents businessmen and Shudras are lowest in social hierarchy, primarily viewed as providers of service to upper castes. Though recent changes in socio-political orientations and social changes caused by urbanization and modernization seem to have facilitated some degree of change in caste rigidities, it is still an important factor. Indian caste structure, with its elaborate categorization of individuals into groups and sub-groups is typical and has its own implications. Teacher, having his/her own caste affiliations, may have specific expectations towards students of different caste memberships. Studies by Dhoundiyal (1983,1984,1998) have shown likelihood of caste based expectation tendencies among primary school teachers and teacher-trainees. Studies conducted in settings other than India have traced the role of race in this context. Deitz and Purkey (1969), Mazer (1971), Miller (1973), Carlile (1975), Kehle et al (1974), Pugh (1974), Finn et al (1975), Harvey and Slatin (1975), Rotter (1975), Williams (1976), Adams (1978), DeMcis and Turner (1978), Marwit et al (1978), Paulson (1978), Wiley and Eskilson (1978), Bennett (1979), Smith (1979), Wilkerson (1980) and Darlega et al (1981), for example, studied the factor of race and have provided mixed findings in different settings: White students were found to have been favored by teachers in a number of these studies. Thus, it seems that an analysis of teachers' as well of students' caste group membership vis-a-vis the academic expectations of teachers is important in Indian schools.

Indian society, as stratified into a typical caste structure, also entails with it a class structure. While caste signifies the social group





membership an individual attains through his/her birth in a particular family, class is a relatively more flexible categorization, including in it factors like economic, occupational and educational attainments. The society may be viewed as constituted of different strata based on social and economic factors. Indian society too can be viewed as stratified into upper, middle and lower strata, each stratum having its own influence on the life pattern, attitudes and values of its members. Teachers, in general, belong to particular strata of Indian society- the middle group. Quite often, these teachers teach in socio-economically-heterogeneous classrooms in which students come from very rich to very poor backgrounds. The question is that do teachers harbor similar or dissimilar academic achievement or effort related expectations towards students coming from so diverse socio-economic backgrounds? The answer may be anything, but it needs to be derived. Our hunch is that teachers, belonging to middle social class, may hold attitudes and values that lend themselves prone to develop conducive academic achievement related biases towards students of middle classes. Such positive expectations towards students belonging to middle class has also been revealed by a number of studies including Bergan and Smith (1986), Lenkowsky and Blackman (1968), Miller (1973), Adams and Cohen (1976a,b), Bennett (1979). In this context, it is also worth noting that much of educational research has been conducted in Indian situation in which social class membership has been shown to influence the educational attainment of students. Hence, the role of socio-economic class in teacher expectation formation needs to be analyzed.

In addition to sex, caste and social class related information about students, some individual characteristics of the student may be hypothesized to operate as input factors in teacher expectation



formation. We may consider the classroom behavior of student as a factor in this context. It seems to be quite natural to visualize that students whose behavior in classroom is disciplined, who follow the instructions given to them by the teacher, who complete their task well in time, who do their home work regularly and who are attentive, curious and effortful, are more likely to be viewed by their teachers as having positive qualities like academic motivation, interest and potential. Compared with students, who do not show such behavioral tendencies, such students may be expected by their teachers to progress well and attain high grades in examinations. The classroom behavior of students, as perceived by teachers, is thus a potent source of teacher expectation formation. LaVoie and Adams (1972,1974) have brought forth the fact that teachers viewed students with good conduct as academically more efficient, having leadership qualities and as likely to attain higher level of education. Wilkerson (1980) has shown co-operative attitude and dependence on the teacher to be input in positive teacher expectation formation, while aggressive behavior on the part of students resulted in negative teacher expectations. Roseman (1978) has also found that teachers prefer attentive students and hold negative expectations towards students who remain confined to themselves. Age of the student vis-a-vis his/her grade, can be another factor in this respect. In a particular classroom, a specific child may be of higher or lower age as compared to the average age of the classroom group. In a particular classroom, students higher in age are either those students who have either entered into the educational ladder at age later than others, or, those who have experienced failure at one or more occasions. An optimum age range may tend to be viewed to be suitable for each grade by teachers; and students higher in age may be viewed by them as repeaters or failures. Similarly, there is likelihood that with increasing age students may acquire certain



behavior patterns, which put them in a more advantageous or disadvantageous position relative to their lower age-same grade fellow students. Lower age students in a classroom may behave in a more docile manner, seeking the help and guidance of the teacher more often, following his/her instructions and doing classroom work more regularly. If such age related differences in student behavior may be assumed to exist, then there is every likelihood that teachers will perceive this age related differential behaviors and will tend to associate different academic achievement related expectations with students differing in age. This aspect needs to be explored in Indian classrooms in a comprehensive way.

Directly or indirectly teachers also come to know about the academic achievement of students in their previous grades. This information becomes available to them either during their engagement in admission procedures or during their initial introductory interactions with them. A high level of academic achievement in previous grades is usually taken as indicative of student's potential and abilities. In fact, evaluation at each grade is often carried out just for this purpose. However, if teachers take this as an input factor in expectation formation, which they can do consciously or unconsciously, and tend to base their classroom interactions in view of this student related variable, there may enter a tendency to sustain these achievement levels, i.e., students of high previous achievement status may be treated in ways that sustain their high achievement level and those who had relatively lower previous achievement status may be treated in a different manner, likely to put them down at levels congruent with their previous achievement. In some classrooms, teachers may provide more learning opportunities to students with high previous achievement status, as compared to



students with low previous achievement status, under the influence of their differential expectations; causing an escalating effect to further increase the gap in the achievement levels of the two groups. Good, et al (1973) have studied the classroom interaction pattern of sixteen junior high school classes to reveal that the interaction pattern occurring between the teacher and students of differing achievement levels differs significantly. High achieving students were found to receive favorable teacher contacts, while low achieving students received poorest contact patterns. Similar findings have been reported by Brandt and Hayden (1974). The role of previous achievement of students in teacher expectation formation, thus, seems to be important and needs to be analyzed.

There can be a number of other student-related characteristics that can act as input factors in expectation formation of Indian teachers. However, two of such characteristics, which have been explored in research on teacher expectation cycle, are physical attractiveness and name stereotype of students. Physical attractiveness, defined variously by different investigators, includes facial attraction, neat and tidiness, skin color and physique. It has been proposed that generally "attractive is good" hypothesis seems to operate in our day-to-day interactions. We tend to behave differently with individuals who are well dressed, look attractive and present a composed poise. We may also tend to ascribe behavioral and other skill and potential related characteristics to individuals with attractive personalities. Teachers may also get influenced by such "attractive is good" notion and, therefore, may tend to associate a sense of regularity, interest and discipline with attractive students. Dion (1972) has revealed that attractive children are perceived as less likely to be anti-social than unattractive children are. Clifford and





Walster (1973) have revealed that teachers perceive attractive children to be higher in IQ and educational potential. Adams and Cohen (1974), on the other hand, suggested that though facial attractiveness is not a significant variable in determining the overall pattern of classroom interactions, but children rated below average on this account tend to receive neutral or negative attention from teachers. Kehle (1974) found that teacher rating of student personalities tend to be influenced by the interaction of sex, race and physical attractiveness. Unfavorable perception of unattractive children among pre-school teachers was noted by Adams (1978), while Murphy, et al (1981) have found that academic achievement potential and sociability ratings of girls and boys' photographs tend to be significantly affected by their attractiveness. In view of these and other studies (Adams and Cohen, 1976b; Rich, 1975; Salvia, et al, 1977; DeMeis and Turner, 1978; Tompkins and Boor, 1980), it seems quite interesting to explore physical attractiveness as a variable in teacher expectation formation in Indian classrooms.

The role of name stereotypes in teacher expectation formation has been explored by some studies. Harari and McDavid (1973) tested the hypothesis that teachers tend to make more favorable judgement of work samples linked with common or more frequent names and less favorable judgement of work-samples linked with unusual names. These investigators asked eighty teachers and eighty college students to evaluate essays linked with desirable or undesirable names. Essays linked with desirable names were found to be scored significantly higher by the teachers than the essays linked with undesirable names. Garwood (1976) also suggests that teachers' stereotypes of first names tend to influence their interactions with students and, thereby, the students' self-concept and achievement.



Tompkins and Boor (1980) asked one hundred and forty one junior, senior and graduate students to rate fictitious students on academic and social attributes, with names either being popular, neutral or unpopular. In this study, name popularity was generally found to be unrelated with ratings of academic and social attributes except on SES, in which unpopular names were found to be associated with higher SES estimates. Nelson (1977) has also explored this aspect and suggested that stereotypical name related expectations tend to operate in school situations. These various findings make it evident that name stereotype can be a potent source of expectancy formation and should be included in present study.

Research in the area of teacher expectation cycle has also suggested some other factors that may come into play a significant role in expectation formation. These include sex role behaviors, sibling related information, ability-track placement, specific labels and other family related factors. However, in order to focus attention and delimit the scope of present study, only sex, caste, socio-economic status, age, previous achievement, physical attraction and name stereotype related student characteristics were considered in present study. These student characteristics have been proposed to impinge upon the formation of teacher expectations in Indian classrooms in a generalized manner; i.e., teachers teaching in our schools are viewed as tending to hold generalized academic achievement related expectations towards one or other group of students, based on their sex, caste, socio-economic status, age, previous achievement, physical attraction stereotype and name stereotype. It may be pointed out here that while sex is a two category variable (male, female), caste may be viewed as a four category variable (Scheduled Castes, Scheduled Tribes, Other



Backward Castes, General Castes), socio-economic status as a three category variable (High socio-economic status group, Average socio-economic status group, Low socio-economic status group), previous achievement as a two category variable (high previous academic achievement group-60% and above, low previous academic achievement group-45% and below), age as a two category variable (high age group, low age group), physical attraction as a two category variable (attractive, unattractive), and name stereotype may be viewed as a two category variable (positive name stereotype, negative name stereotype).

### **Interaction between Teacher Characteristics and their Generalized Expectations**

Formation of teacher expectations on the basis of student characteristics seems to be a complex process. It is not a case in which all the teachers view each and every characteristic of children in a similar manner. There is likelihood that every teacher has his/her peculiar pattern of perceiving different characteristics of children and these perceptions interact with a number of teacher characteristics. Brophy (1983) has pointed out that susceptibility to teacher expectation effects itself is an individual difference variable, which tends to be influenced by intelligence, role definition and various other factors. Brophy and Good (1974) have hypothesized that broadly three categories of teachers may be identified in this context - the proactive teachers, reactive teachers and the overactive teachers. Proactive teachers, are teachers who perform their own analysis of



students' characteristics and needs, and tend to shape their students to their own expectations. Overactive teachers, on the other hand, develop rigid, stereotyped perceptions about their students and adopt interaction patterns in which students are treated as stereotypes rather than as individuals. According to Brophy and Good (1974), most teachers are reactive, holding expectations more lightly and flexible enough to adjust their expectations to new feedback from students. Such reactive teachers tend to have few self-fulfilling prophecy effects.

The possibility of certain individual differences in expectancy formation and communication was also addressed in certain other studies. Babad, Inbar and Rosenthal (1982), for example, studied behaviors of "high bias" and "no bias" physical education student-teachers. The study revealed that "no bias" student-teachers were not influenced by social status information in grading the drawings of students, while "high bias" student-teachers assigned high scores to drawings alleged to be made by students of high status. Significant differences were found between high and low bias teachers in terms of educational ideology, dogmatism, political views, locus of control, extroversion, impulsiveness etc. "High differentiation" versus "Low differentiation" teachers were compared by Brattesani, et al (1981) in terms of their classroom behaviors. It was found that "high differentiation" teachers were perceived by their students as communicating higher expectations and providing more opportunities to participate to high achievers and treating low achievers in a more restrictive and negative manner. On the other hand, "low differentiation" teachers were not perceived by their students to treat high and low achievers in such a different manner. Cooper (1979) has also proposed that teachers' potential for expectation effects depends





on their "need for control" on interaction with and outcomes of students.

The possibility of existence of individual variation among teachers in terms of their potential for causing expectation effects points towards possible variation among teachers in terms of their generalized expectations. By this we mean that based on their own background characteristics and experiences, a teacher may tend to hold generalized expectation biasness towards one group of students, while another teacher, with his/her own set of characteristics and experiences, may hold generalized expectation biasness towards other group. To be more specific, we can assume that some of teacher's own characteristics are likely to interact with the generalized teacher expectations held by him/her. Such characteristics may include teacher's own sex, educational level, study discipline, age, length of teaching experience, caste group, socio-economic status, level of job-satisfaction and attitude towards teaching profession, child-centered practices etc. We can, for example, visualize that teacher's own sex is a significant variable in shaping his/her generalized academic achievement related expectations towards male and female students. Similarly, the way a teacher feels satisfied in his/her job or the way he/she feels towards teaching profession, child centered practices and education in general, is likely to interact with his/her generalized expectations towards students classified on the basis of sex, caste, SES, age, previous achievement, physical attractiveness and name stereotype. Thus, while exploring various generalized academic achievement related teacher expectations of teachers in Indian context, present study also focussed its attention to explore the interaction between some of the personal and socio-psychological characteristics of



teachers and the generalized expectations held by them. The formative aspect of generalized teacher expectations, proposed to be analyzed in present study is depicted in figure-1. It depicts that certain student characteristics play an important role in formation of teacher's academic achievement related expectations towards them. Teachers view these characteristics and develop notions that students of one or other group have higher or lower academic achievement potential. This differential perception of academic achievement potential is shaped by not only the characteristics of students, but teacher's own characteristics also come to play an important role. Generalized teacher expectations, thus evolved among teachers, shape the more concrete and specific teacher expectations towards the individual students present in the classroom.

### **Individualized Teacher Expectations and their Communication in the Classroom**

Generalized teacher expectations, or, teacher's expectations towards groups of students classified on the basis of selected student characteristics, constitute one aspect of the overall teacher expectation cycle. Teacher expectations find more concrete shape in individual terms, towards individual students of the classroom. Research in the area of teacher expectancy cycle proposes that these more concrete, individualized expectations towards students, are relatively more significant for the individual child. Thus, while generalized teacher expectations may be viewed as broader tendencies among teachers to be biased towards one or other group of students, individualized teacher expectations are expectations held by the teacher for the academic achievement of an individual child.



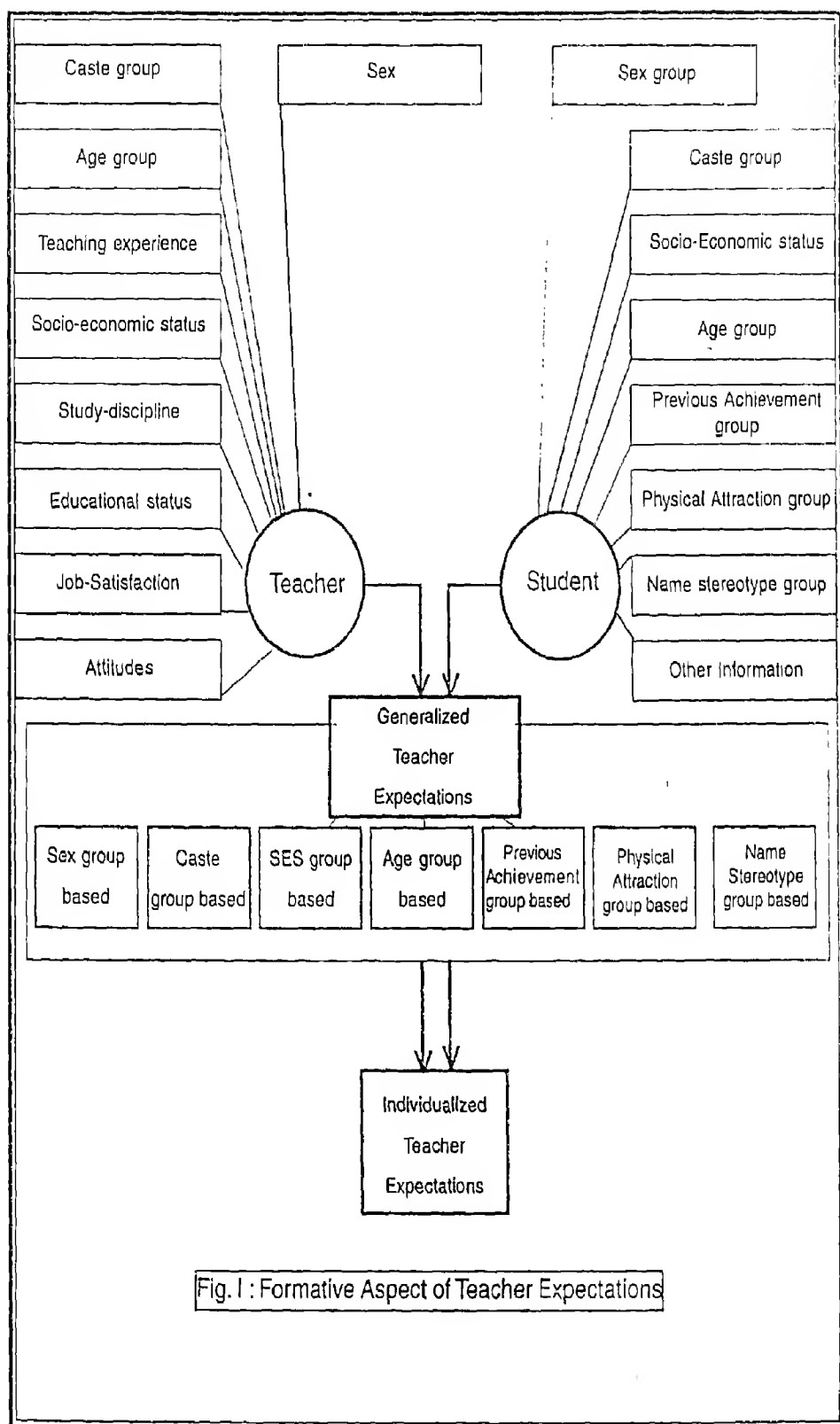


Fig. I : Formative Aspect of Teacher Expectations



Generalized expectations, therefore, provide the backdrop in and through which teacher expectations towards individual child are evolved. Implicit in this viewpoint is the assumption that there exists an interaction between generalized expectations of a teacher and his/her expectations towards a particular child. This point may be elaborated further through describing a particular situation. Suppose a teacher holds positive academic achievement related expectations towards male students. Under the influence of his expectation such a teacher will tend to view that, for example, as compared to girls, boys in his classroom will have or do have better academic achievement potential. However, usually there exist a number of boys and girls in the classroom. In this situation, though still holding his positive expectation towards boys, this teacher will tend to further differentiate among his students - expecting some boys to be very high, others average and still others below average. In such a situation, this teacher may perceive some of the girls to be better than boys viewed by him as being better, average or below average. The characteristics of the individual child seem to decide expectations in such a situation and such individual oriented expectations constitute a significant index of teacher expectations and behavior towards children.

Different investigators have employed different approaches to elicit individualized teacher expectations in the classroom situation. Dalton (1969) and Barker (1970), for example, operationalised expectations as teacher rankings of students in terms of expected achievement, while Kranz and Tyo (1973) asked teachers to categorize students into high, average and low achievers on the basis of their perceptions. Doyle, Hancock and Kifer (1972) used estimates of students' IQs by teachers as indicators of their expectations. Quite





often, individualized teacher expectations have been elicited through asking teachers to nominate students from their classrooms into high and low expected end-of-the-term academic achievement categories. Students nominated in this manner are termed as high teacher expectation or low teacher expectation students. Observation of teacher behaviors towards these high and low teacher expectation students and various student outcomes over the school year has been used to throw light on the relationship between teacher expectations and other process and product dimensions.

Studies by different investigators have thrown significant light on the nature of teacher-student interactions that occur under the influence of differential teacher expectations. Beez (1968) has found that teachers who had high expectations for their students attempted to teach more to their students than teachers who had low expectations for their students: high expectation teachers attempted to teach an average of 10.4 words in comparison to 5.7 words taught by low expectation teachers. A replication of this study (Carter, 1969) also showed similar trends. Dalton (1969) and Meichenbaum, et al. (1969) has also reported differential teacher behavior towards high and low expectation students. Brophy and Good (1970) initiated a series of studies analyzing teachers' naturalistic expectations towards different students and their relationship with teacher behavior towards students. It was generally found that high expectation students raised their hand to volunteer to answer questions more often, initiated more interaction with teacher, gave correct answer more often, had fewer problems in reading during reading groups, were criticized for misbehavior less often and received more praise and less criticism. Rosenthal (1973) has identified four factors as operating in the process of positive teacher expectation



communication. According to Rosenthal (1973) positive teacher expectation effects are facilitated when teachers create warm socio-emotional climate for their students, give students more feedback about their performance, teach them more material and give them more opportunities to respond and to ask questions. Brophy (1983) has summarized the possible classroom behavior related mechanisms through which teachers may differentiate between high and low expectation students. These include waiting less time for low expectation students (Allington, 1980; Rowe, 1974; Taylor, 1979), giving answer to low expectation students, or, calling on someone else than trying to improve their responses through repetition, rephrasing or asking new question (Brophy and Good, 1970; Jeter and Davis, 1973), rewarding inappropriate behavior, or, incorrect answers of low expectation students (Kleinfeld, 1975; Rowe, 1974; Fernandez et. Al. 1975; Taylor, 1977), criticizing low expectation students more often for failure (Babad, Inbar and Rosenthal, 1982; Brophy and Good, 1970; Cooper and Baron, 1977; Good, Cooper and Blakey, 1980; Good, Sikes and Brophy, 1973; Rowe, 1974; Smith and Luginbuhl, 1976; Jones, 1971; Medinnus and unruh, 1971), and praising low expectation students less frequently than high expectation students for their success (Babad, Inbar and Rosenthal, 1982; Brophy and Good, 1972; Cooper and Baron, 1977; Firestone and Brody, 1975; Good, Cooper and Blakey, 1980; Good, Sikes and Brophy, 1973; Martinek and Johnson, 1979; Page, 1971; Rajeski, Darracott and Hutslar, 1979; Medinnus and Unruh, 1971; Spector, 1973). Further, failure to give feedback to the public responses of low expectation students (Brophy and Good, 1970; Good, Sikes and Brophy, 1973; Willis, 1970; Jeter and Davis, 1973), paying less attention to lows or interacting with them less frequently (Adams and Cohen, 1974; Blakey, 1970; Given, 1974; Kester and Letchworth, 1972; Page, 1971; Rist, 1970; Rubovits and Machr,



1971), calling on lows less often to respond to questions (Rubovits and Maehr, 1971; Davis and Levine, 1970; Mendoza, Good and Brophy, 1972), seating low expectation students farther away from the teacher (Rist, 1970), demanding less from low expectation students (Beez, 1968; Evertson, Brophy and Good, 1973) and general differences in type and initiation of individualized interactions with students have been noted to occur. Differential treatment of high expectation and low expectation students in terms of different non-verbal behaviors like smiling, warmth and support, eye contact, forward leaning, positive head nodding etc. (Babad, Inbar and Rosenthal, 1982; Chakin, Sigler and Derlega, 1974; Kester and Letchworth, 1972; Michenbaum, Bowers and Ross, 1969; Page, 1971; Smith and Luginbuhl, 1976) have been brought forth by the studies. Even grading of tests and assignments has been shown to be influenced by expectations of the teacher (Kahen, 1966; Finn, 1972; Heapy and Siess, 1970).

This trend of findings indicate and emphasize the need to analyze teacher-student interactions in Indian classrooms vis-a-vis expectations held by teachers towards individual students of their classroom. Since the focus of such a study needs to be on behavior of teacher towards individual child, interaction analysis systems that aim to bring out the global pattern of teacher behavior in the classroom seem to be less applicable for this purpose. In fact, the focus in such a study needs to be on dyadic interaction patterns (Good and Brophy, 1971).

Two approaches seem to have been employed by investigators to study expectation-teacher behavior relationship. In one approach,



investigators experimentally induced teacher expectations towards selected students through supplying one or other kind of suggestive information. Later, classroom behavior of teachers towards these students was observed to find out the relationship between experimentally induced teacher expectations and consequent teacher behavior. In the second approach, some index of teacher expectations, e.g. teacher rankings or nominations in high and low expectation groups, were obtained from teachers and teacher behaviors towards various groups of students were observed in natural situations. The second approach seems to have interpretative generalisability as naturally existing expectations are analyzed in relation to behaviors adopted; though exact cause-effect sequence remains untested. In present investigation, teacher expectations towards individual students were derived through asking teachers to nominate (i) a specific number of students whom they expect to show high end-of-the-term academic achievement, and, (ii) a specific number of students whom they expect to show low end-of-the-term academic achievement. These students were termed as high teacher expectation and low teacher expectation students, respectively. Later, during the mid-session, classrooms of these teachers were observed for teacher-student dyadic interactions, employing Good and Brophy's (1971) dyadic interaction analysis system. Thus, the approach adopted in present study was not observation of teacher-student interaction as occurring under the influence of experimentally induced teacher expectations; on the contrary, naturally occurring expectations (in terms of nominations obtained from teachers) were elicited and teacher-student interactions were observed. Exact cause-effect relationship may thus not be derived from this study in an experimental sense and any difference in interaction patterns with two groups should be interpreted with caution. The process aspect of





teacher expectation cycle, as studied in present study, may be depicted as shown in figure-2.

### **Student related Outcomes of Teacher Expectations**

Rosenthal and Jacobson (1968) hypothesized that expectations held by teachers towards individual child get actualized in a self-fulfilling manner. Differential teacher behavior was construed as a mediating mechanism to cause differential student outcomes. Much of research on teacher expectation cycle has considered general ability or achievement as student related outcomes. Experimental manipulation of teachers' expectations through various means was employed and effect of this experimental induction on ability of students was observed by a number of studies (e.g. Rosenthal and Jacobson, 1968; Conn et al, 1968; Evans and Rosenthal, 1969; Fielder et al, 1971; Fleming and Anttonen, 1971; Goldsmith and Fry, 1971; Jose and Cody, 1971; Kester and Letchworth, 1972; Pellegrini and Hicks, 1972; Sorotzkin, et al, 1974; Dumke, 1978). Academic achievement as a student related outcome of teacher expectation cycle was also a focus study in a number of investigations (e.g. Cahen, 1966; Flowers, 1966; Beez, 1968; Burnham, 1968; Burstall, 1968; Palardy, 1969; Anderson, 1970; King, 1970; Panda and Guskin, 1970; Goldsmith and Fry, 1971; Seaver, 1971, 1973; Doyle, et al, 1972; Kester and Letchworth, 1972; Daşh, 1975; Rosemond, 1976; Warlick, 1978). Another student related outcome variable studied in this context has been teacher ratings (Meichenbaum, et al 1969; King, 1970; Hersh 1971; Tuckman and Bierman, 1971; Jacobs and DeGraff, 1973; Mason, 1973; Ouimet, 1978; for example).



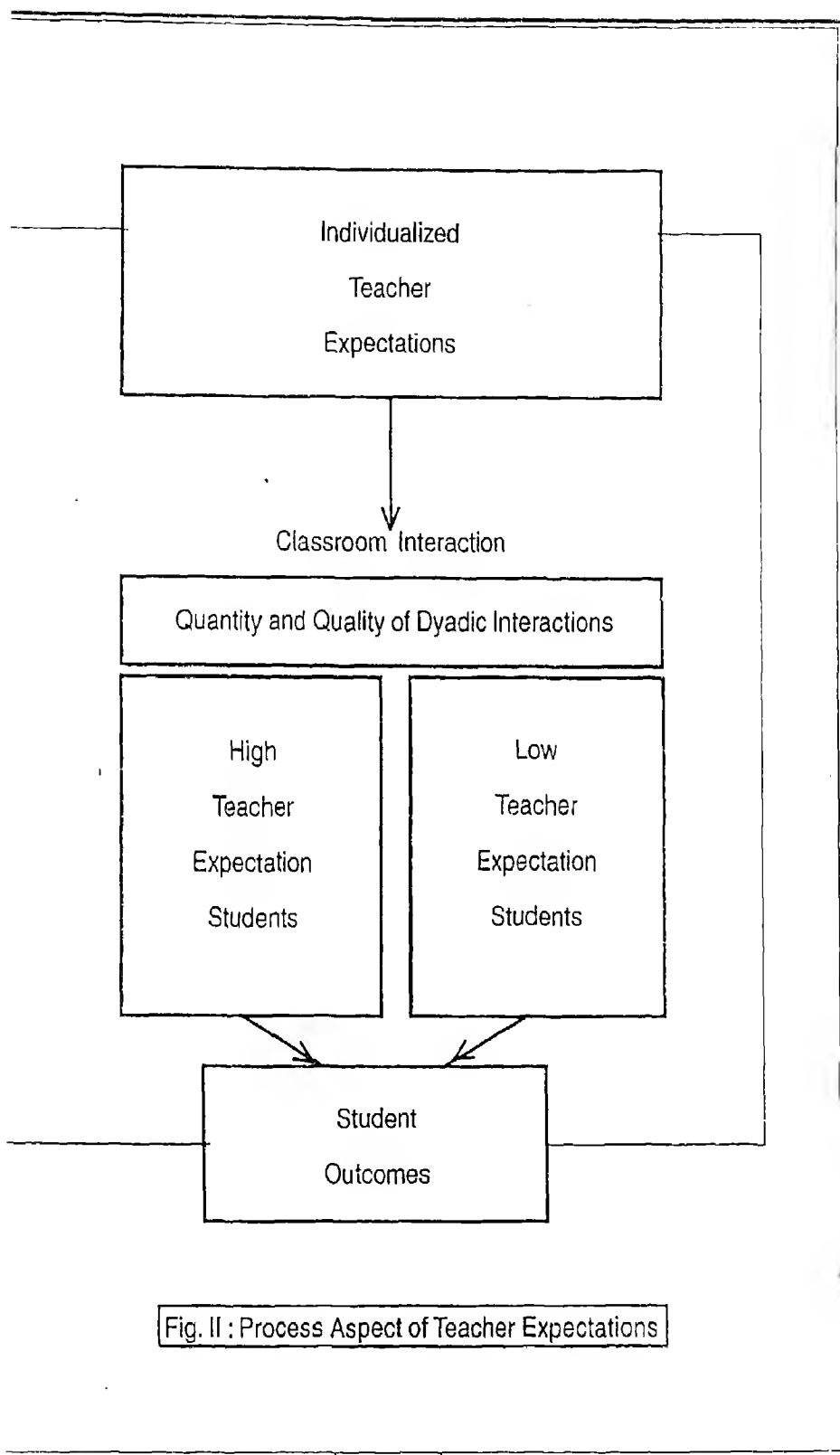


Fig. II : Process Aspect of Teacher Expectations



Certain studies have explored teacher expectation effects on students self-concept (e.g. Terry, 1977; Shulman, 1977), sociometric status (Jacobs and Richard, 1970; King, 1970; Dhoundiyal and Dhoundiyal, 1993a,b, c), level of aspiration (Terry, 1977) and other student attitudes and behavior. Brophy (1983) has proposed that differential expectations held by teachers towards their students, when communicated to students through differential classroom behavior in a consistent manner, are likely to effect students' self concept, achievement motivation, level of aspiration, classroom conduct etc.; leading ultimately to cause differential gain in general ability and academic achievement. In fact, interest in the area of teacher expectation cycle originated in its proposition that teacher expectations have the potential of operating as self-fulfilling prophecy in the sense that expectation-congruent effects are likely to occur among students. Intelligence and achievement seem to have been considered as the most important student-outcomes in this context. However, as indicated by some investigations, there can be other student-related outcomes of equal, if not more, significance. Some such outcomes may be self-expectations, self-concept, academic achievement motivation, involvement in studies, academic anxiety, adjustment in school and perception of academic achievement. The view point here is that while academic achievement and intelligence or general ability are central in academic area and, therefore, important to be analyzed as outcome variables in teacher expectancy cycle, outcomes like self concept, adjustment, involvement in studies, academic anxiety etc. also need to be explored. Teacher expectations, be these positive or negative, get communicated to students through various classroom behaviors of teachers. Students perceive these behaviors and come to know about what is expected of them. This perception of teacher expectations is interpreted by each student in terms of what (s)he



should do: should (s)he put in more interest and involvement in studies, should (s)he try more to do better in studies, how many hours (s)he should put in studies or what behaviors should (s)he adopt in and outside the classroom? Such questions may lead him/her to experience a state of anxiety in academic area. The student may evaluate his/her previous academic achievement as well in the light of expectations expressed by the teacher and may feel it to be appropriate or inappropriate. He/she may develop his/her own set of self- expectations for future achievement. All this has a likelihood of influencing his/her opinion about him/her self (self-concept), influencing directly or indirectly his/her adjustment in classroom, school and environment. Thus, teacher expectations has been proposed to be consequential in causing change in these and similar characteristics of students (Finn, 1972; Braun, 1976; Cooper, 1979; Brophy, 1983) .In present investigation, in addition to academic achievement and intelligence, we selected a set of such characteristics and proposed to test the teacher expectation effects hypothesis in a natural setting. These characteristics included academic achievement motivation, study involvement, academic anxiety, academic achievement perception, self-concept and adjustment of students.

It should be recalled that the study attempted to elicit teacher expectations towards individual students through asking teachers to nominate a specific number of students from their respective classrooms as high and low teacher expectation students. These high and low teacher expectations students constitute our focus of study and change in their selected characteristics across the school year, presumed to be occurring due to differential expectations and adoption of differential teacher behaviors (as elaborated by various





theoretical propositions forwarded by a number of investigators) was analyzed. Such change in student outcomes as assumed effect of differential expectations held by teachers, again need to be interpreted with caution because strict cause- effect linkages do not get experimentally tested in natural settings. However, if differential gain across the school year in the two groups of students is found to exist, it may atleast be theoretically attributed to expectation effects, and may further our understanding of the phenomenon in Indian classrooms. Figure-3 depicts diagrammatically the student-related outcomes explored in present study.

### **Hypotheses Proposed to be tested through present study**

In view of various theoretical propositions of teacher expectation cycle and the linkage system described for present study, and considering various research findings reviewed in preceding and present chapter, the investigators evolved a set of hypotheses to be tested through present investigation. These hypotheses are stated as follows:

*Hypothesis 1.0:* Distribution of teachers in various categories of generalized teacher expectations does not differ significantly from equal probability distribution

The above hypothesis is quite general in nature in the sense that it does not specify the bases of generalized teacher expectations. The hypothesis, stated as above, also does not indicate the manner in



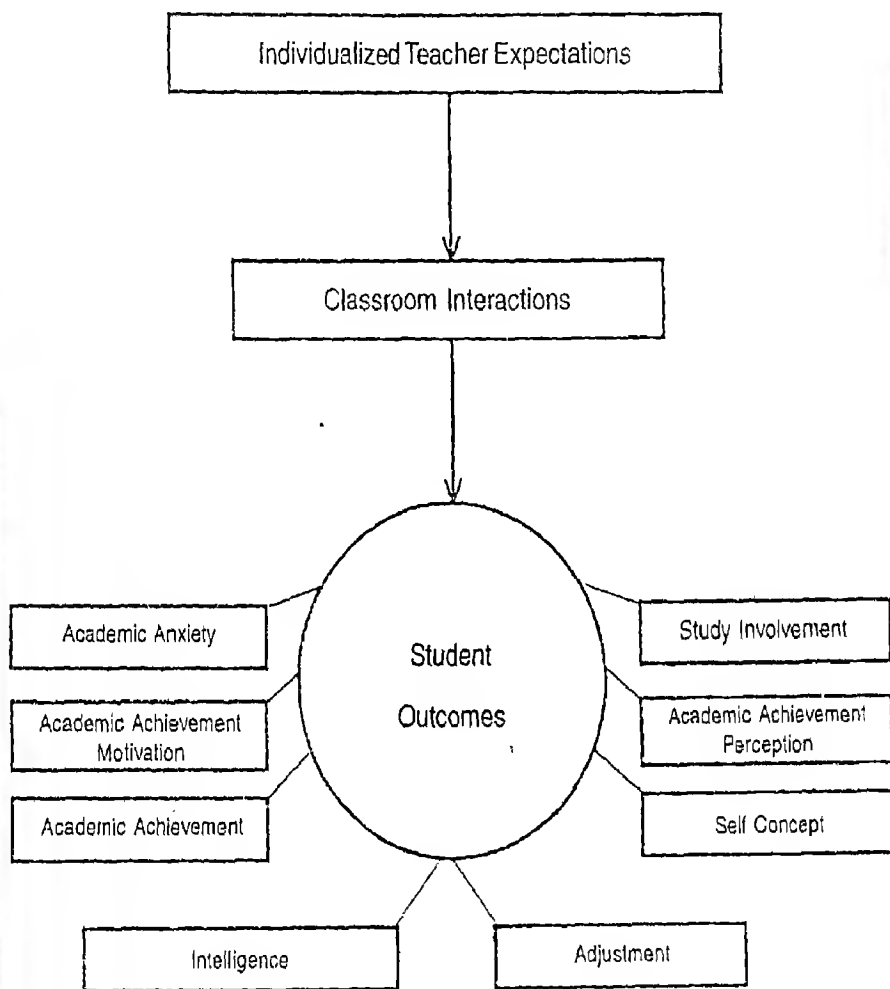


Fig. III Student Outcomes of Teacher Expectations



which these various generalized teacher expectations were elicited. While the later point is discussed in the following chapter in detail, here it is sufficient to state that generalized expectations of teachers were studied in terms of sex, caste group, socio-economic status group, previous achievement, age, physical attraction and name stereotype characteristics of students, and these generalized teacher expectations were elicited as qualitative variables in which teachers were categorized as either positive or neutral towards students of different groups based on a specific student characteristic. For example, teachers were categorized either as being male positive, female positive or sex neutral in their generalized academic achievement related expectations towards sex based groups of students. This hypothesis may thus be stated as including following specific sub-hypotheses that were tested in present investigation.

1.1 Distribution of teachers in various categories of generalized teacher expectations towards different sex based groups of students does not differs significantly from equal probability distribution.

1.2 Distribution of teachers in various categories of generalized teacher expectations towards different caste based groups of students does not differs significantly from equal probability distribution.

1.3 Distribution of teachers in various categories of generalized teacher expectations towards different SES based groups of students does not differ significantly from equal probability distribution.

1.4 Distribution of teachers in various categories of generalized teacher expectations towards different age-based groups of students does not differ significantly from equal probability distribution.

1.5 Distribution of teachers in various categories of generalized teacher expectations towards different previous achievement based



groups of students does not differ significantly from equal probability distribution.

1.6 Distribution of teachers in various categories of generalized teacher expectations towards different physical attraction based groups of students does not differ significantly from equal probability distribution.

1.7 Distribution of teachers in various categories of generalized teacher expectations towards different name stereotype based groups of students does not differ significantly from equal probability distribution.

¶ *Hypothesis 2.0* There is no significant association between teachers' generalized expectations and different personal, socio-economic and socio-psychological characteristics of teachers.

This hypothesis is again a complex one and was further broken down in terms of seven generalized teacher expectations explored in the study as well as in terms of different personal (educational level, study discipline at graduate level, age, length of teaching experience, sex, caste etc), socio-economic status category and socio-psychological (job satisfaction, teacher attitudes towards teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers; and responses on certain pertinent attitudinal statements specified by investigators) characteristics. A total of 7X25 specific sub-hypotheses, stated in null form, were derived in this manner. These various sub-hypotheses were tested through the study.





*Hypothesis 3.0* Nomination of students into high and low individualized teacher expectation categories by their teachers holding different generalized teacher expectations is not significantly associated with the related characteristic of students.

This hypothesis was clarified further through stating more specific sub-hypotheses for the particular student characteristic and the particular generalized teacher expectation under consideration.

3.1 Nomination of male and female students into high and low individualized teacher expectation categories is not associated with their sex characteristic in the case of:

(i) teachers holding positive generalized expectation towards male students;

(ii) teachers holding positive generalized expectation towards female students; and,

(iii) teachers neutral towards sex based groups of students in their expectations.

3.2. Nomination of students belonging to different caste groups into high and low individualized teacher expectation categories is not associated with students' caste group characteristic in the case of:

(i) teachers holding positive generalized expectation towards general caste students;

(ii) teachers holding positive generalized expectation towards other caste students;



(iii) teachers neutral towards caste based groups of students in their generalized expectations.

3.3. Nomination of students belonging to different previous achievement groups into high and low individualized teacher expectation categories is not associated with students' previous achievement group characteristic in the case of:

(i) teachers holding positive generalized expectations towards high previous achievement group of students;

(ii) teachers holding positive generalized expectations towards low previous achievement group of students; and,

(iii) teachers neutral towards previous achievement based groups of students in their generalized expectations.

3.4. Nomination of students belonging to different age groups into high and low individualized teacher expectation categories is not associated with students' age group characteristic in the case of:

(i) teachers holding positive generalized expectations towards high age group of students;

(ii) teachers holding positive generalized expectations towards low age group of students; and,

(iii) teachers neutral towards age based groups of students in their generalized expectations.

3.5. Nomination of students belonging to different socio-economic status groups into high and low individualized teacher expectation categories is not associated with students' socio-economic status group characteristic in the case of:



(i) teachers holding positive generalized expectations towards high socio-economic status group of students;

(ii) teachers holding positive generalized expectations towards middle socio-economic status group of students;

(iii) teachers holding positive generalized expectations towards low socio-economic status group of students; and,

(iv) teachers neutral towards socio-economic status based groups of students in their generalized expectations.

It is obvious that similar hypotheses could have been stated in relation to physical attraction and name stereotype characteristics. However, a test of these hypotheses requires rating of physical attraction and names of students nominated by teachers. This was not envisaged in the plan of present study. Hence, a test of these hypotheses was not undertaken in present investigation.

*Hypothesis 4.0* There is no significant difference in the composition of high and low individualized teacher expectation based groups of students in terms of characteristics like:

4.1. sex;

4.2. caste group; and,

4.3. socio-economic status group.



*Hypothesis 5.0* At the beginning of academic session there is no significant difference between students nominated in high and low individualized teacher expectation groups in relation to variables of:

5.1 Age

5.2 Previous achievement;

5.3 Self-expected end-of-the-term academic achievement level;

5.4 Self-ratings in selected areas;

5.5 Intelligence;

5.6 Adjustment;

5.7 Self-concept;

5.8 Academic achievement motivation;

5.9 Study involvement;

5.10 Academic anxiety; and,

5.11 Academic achievement perception.

*Hypothesis 6.0* There is no significant difference in the frequency of teacher contacts with individual students, nominated by teachers in high and low individualized teacher expectation categories, in terms of dyadic interaction variables.





*Hypothesis 7.0* There is no significant difference in gain in various student outcomes over the school year between students nominated in high and low individualized teacher expectation groups. The student outcomes proposed to be explored include:

7.1 Intelligence

7.2 Adjustment

7.3 Self-concept

7.4 Academic achievement motivation

7.5 Study involvement

7.6 Academic anxiety

7.7 Academic achievement perception

7.8 Academic Achievement

A test of various hypotheses proposed by investigators required adoption of specific research design, details of which are elaborated in the next chapter.



### *Chapter-III*

#### **Design of the Study**

The aims and objectives of present study, as well as different hypotheses proposed to be tested through it, had implications for study design. If we go through various aims and objectives, it becomes apparent that the study entailed two different aspects. First of these aspects refers to survey of generalized expectations held by teachers towards groups of students. In the statement of the problem, it has been specified that generalized teacher expectations towards groups of students identified on the basis of seven characteristics were to be explored in the study. This survey of generalized teacher expectations also entailed attempt to analyze association between teachers' different personal, socio-economic and socio-psychological characteristics with generalized expectations held by them. The second aspect of the study refers to eliciting teacher expectations towards individual students through nomination of a specific number of students by the teacher in high and low teacher expectation categories, testing these high and low teacher expectation students at the beginning of academic session for selected variables, observing ongoing classrooms for understanding the interaction pattern between teachers and students nominated as highs and lows; and, finally, testing these highs and lows at the end of the session on the variables assessed earlier. In describing the design of present study, we may therefore refer to these aspects as two different stages. Thus stage-I may be referred as survey of generalized teacher expectations, while stage-II may be referred as study of teacher behaviors and student outcomes in the context of individualized teacher expectations. In the following sections these two stages of the study-design are described in detail.



## Stage-I: Survey of Generalized Teacher Expectations

At this stage of the study, we needed to define the population of study, draw a representative sample for survey, develop and/or use research tools to collect related data and score and tabulate the data to test pertinent hypotheses. Each of these aspects is described in following sub-sections.

### *Defining the Population of Present Study*

For both survey of generalized teacher expectations among teachers and study of teacher behaviors and student outcomes in the context of individualized teacher expectations, investigators focussed attention on teachers of high school level (grades ix and x). Though selection of this population was mainly arbitrary, we considered factors like availability and use of suitable research tools for data collection in selecting this population. Delimitation was also done in terms of geographical area and teachers of district Almora, U.P., India were only included in the study. Factors of time and resource availability guided this decision. District Almora\* is situated in hilly

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\* District Bageshwar has been carved out of district Almora very recently (1997-98). However, during the course of the study and during the still continuing transitional phase, much of the administrative setup, particularly administration of educational institutions, is being looked after by the officials of Almora district. Hence, in this description, district Almora also includes area now lying in district Bageshwar.



tracts of Uttar Pradesh and constitutes one of the six\*\* districts of Kumaun commissionerary. There are 169 high schools and 59 intermediate colleges in the district (1997-98), that are spread over an area of 5384 square kilometers, segmented into 14 developmental blocks and 4 tahsils. Teachers teaching in grade IX and X of these high school and intermediate colleges constituted the population of present study.

### *Sampling Procedure*

For selection of teachers at stage-I, thirty-eight high schools and intermediate colleges of district Almora were selected randomly (List enclosed as appendix-I). Investigators anticipated an average of ten to twelve teachers per school. Teachers teaching in IX and X grades of these schools were proposed to be included in the sample. However, in many schools number of teachers was much less than the anticipated number. Factors like some teachers being on leave, reluctance to fill up various questionnaires and incompletely or inappropriately filled up questionnaires etc. delimited the size of the sample. Thus, a total of 335 teachers, teaching in IX and X grades of randomly selected 38 schools, constituted the final sample for survey of generalized teacher expectations.

### *Sample of Teachers Selected for Survey*

The sample of teachers selected as above consisted of three hundred and thirty-five individuals, of whom about seventy-nine percent ( $n=266$ ) were males. Their age ranged from twenty-six years

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\*\* Figure including newly created districts of Bageshwar, Champawat, and Udham Singh Nagar.





to almost sixty years and had teaching experience ranging from one year to thirty-nine years. Most of these teachers were post-graduates (approx.79%) in arts (62.4%), science (15.8%) and commerce (1.2%). At graduate level their study-disciplines ranged from arts (66.6%), science (31%), commerce (1.2%) and others (1.2%). About eighty-four percent of these teachers belonged to General Caste category, while Scheduled Castes (SCs), Other Backward Castes (OBCs) and Minorities were represented by respectively six, eight and two percents. A large majority of these teachers (approx.95%) were trained for teaching profession and only five percent of them did not undertake any training.

### *Research Tools for Data Collection*

At stage-I the investigators required a set of research tools to survey different characteristics of teachers and their generalized teacher expectations towards selected groups of students. For this a personal information schedule, a socio-economic-status scale, a job-satisfaction scale and a teacher attitude scale was needed. As the primary focus was to understand and analyze generalized teacher expectations vis-a-vis different teacher characteristics, generalized teacher expectations were elicited through a specifically developed teacher expectation bias questionnaire. A brief description of various research tools used follows.

#### *Teacher's Personal Information Schedule*

A Teacher's Personal Information Schedule was specifically developed by the investigators to collect pertinent background



information like sex, caste-group, school, educational status, study discipline, teaching experience, teacher training status etc. In addition, this schedule also included ten attitudinal statements attempting to find out certain attitudes, which seemed pertinent in the context of the study. Requiring teachers to respond in five qualitative categories (strongly agree - strongly disagree), these included statements like "there are certain students in each class who are impossible to be educated"; "it is erroneous to expect from teacher that he/she will teach all the students equally"; "presence of students with unequal abilities in the class hinders the process of teaching"; "teaching behaviors of teachers are influenced by the socio-economic background of students"; "the educational potential of students may be judged through their behavior, appearance and social background"; "it is impossible to behave in the classroom to satisfy specific needs of differing students"; "instead of trying to teach all students equally, it is more appropriate for a teacher to teach well to students with ability and interest"; "on the basis of his/her experience, a teacher can identify good and bad students"; "long experience of teacher provides him/her an ability to know about students' interest in studies just by looking at them"; and, "there is nothing wrong if, in view of his/her own opinion, a teacher pays more attention towards some of the students of the class". It was thought that teacher's responses on these items will <sup>throw</sup> through significant light on the process of teacher expectation formation and communication. Included in this information schedule was also a schedule for nomination of five students of a selected classroom in each of the high and low individualized teacher expectation category. This section was used only in stage-II, with teachers selected for teaching process and student outcomes analysis. Copy of Teacher's Personal Information Schedule is enclosed as appendix-II.



### *Socio-Economic Status Scale (SESS)*

Developed by Bhardwaj, R.L.; Gupta, S and Chauhan, N.S. (1989) and published by National Psychological Corporation, Agra, the socio-economic status scale measures SES both separately and integrally. This test is suitable for both rural and urban areas, and may be used among literate people through individual interviews or in a group situation after establishing good rapport. The test-retest reliability of the scale has been indicated to be quite high (0.75 on SES score) and T scores has been provided in the scale manual to derive qualitative categories. Investigators selected this test in view of its applicability in rural-urban settings of the geographical area of present study as well as in view of its suitability for different populations (Appendix-III).

### *Job Satisfaction Questionnaire (JSQ)*

This questionnaire has been developed by Kumar, P. and Mutha, D.N. (1985) and is available from NPC, Agra. It has been developed with a view to provide an instrument to assess job satisfaction of secondary school teachers or college teachers, and includes discriminatory items related with satisfaction with work and work conditions. It is a highly reliable test (split half index=0.97, test-retest (3 months) index = 0.85) recommended for use among school teachers. It was used to measure job satisfaction of teachers included



in present study due to its conciseness (29 items) and suitability for data collection (Appendix-IV).

### *Teacher Attitude Inventory (TAI)*

Developed by Ahluwalia, S.P. (1978) under a project of NCERT, New Delhi, and first published in 1978 by NPC, Agra, Teacher Attitude Inventory is a ninety-item Likert type scale measuring attitudes towards teaching profession, classroom teaching, child-centered practices, educational process, pupils, teachers and total attitude. A high score in various dimensions and in total are indicative of positive attitude on the part of the individual. It is a reliable and valid tool (reliability-split half=0.79, test-retest (three months)=0.59), recommended for use among both prospective and practicing teachers for research purposes (Appendix-V).

### *Teacher Expectation Bias Questionnaire (TEBQ)*

This questionnaire was developed for present study by the investigators in line with the approach adopted by Dhoundiyal (1993). Dhoundiyal (1993) has described different approaches adopted for studying generalized teacher expectations and has pointed out that as different from induced teacher expectations, naturalistically developed teacher expectations were elicited by different investigators through employing various means (e.g. teacher ranking





by Barber, 1970; teacher perceptions by Kranz and Tyo, 1973; estimates of childrens' IQs by Doyle, Hencock and Kifer, 1972; specific direct questions by Dhoundiyal and Dhoundiyal, 1984). Indirect questions, asking respondents to ascribe arbitrarily graded lists of academic achievement marks to various groups of students, and thus, providing an opportunity for operation of generalized expectations in the ascription of marks, has been shown to be a valid and reliable approach by Dhoundiyal (1998). Development of Teacher Expectation Bias Questionnaire, intended to elicit generalized teacher expectations of inservice teachers of present study, also used this approach.

### Operational Definition of Generalized teacher expectations

Generalized teacher expectations as tendencies to expect differential academic achievement from different groups of students were defined operationally as tendencies on the part of teachers to ascribe graded lists of academic achievement marks to different groups of students. This operational definition assumes that when a respondent is presented with two lists of academic achievement marks, one of which is arbitrarily kept as having higher marks than the other list, and the respondent is asked to identify the group of students through the lists, then the respondent will tend to ascribe the list with higher academic achievement marks to that group of students towards which he/she is positively biased in his/her academic achievement related generalized teacher expectations. Under this operational definition, a teacher may be classified as being positive towards one of the two or more groups of students identifiable on the basis of a specific student related criterion, or, as being neutral in



relation to it. For example, a teacher may be classified as being either male positive (M+), female positive (Fe+) or sex neutral (SN) in his/her generalized academic achievement related expectations, depending upon his/her ascription of the list with higher achievement marks to sex based student groups or showing indefiniteness on this account.

This approach entailed with it ascription of marks to well-defined groups of students. This definition of groups of students was simpler in the case of, for example, sex-based groups, i.e. males and females. Similarly, descriptive definitions could be provided to groups based on caste, socio-economic-status, age and previous achievement. Following sex, caste, socio-economic status, age and previous achievement based groups were descriptively presented to the teachers for ascription of one of the two lists containing higher achievement marks.

1. Sex based groups:
  1. Male
  2. Female
2. Caste based groups:
  1. Scheduled Caste groups (e.g. Arya, Tamta etc.)
  2. Scheduled Tribe group (e.g. Bhotiyas, Tharus, Bokshas)
  3. Other Backward Castes group (Verma, Sunars, Yadav)
  4. General castes group (Brahmins, Kshatriyas and other Savarana castes)
3. Socio-economic-status based groups:
  1. High socio-economic-status group
  2. Average socio-economic-status group
  3. Low socio-economic-status group
4. Previous achievement based groups
  1. Group with high academic achievement marks in preceding class (VIII), i.e. 60% and above marks.
  2. Group with low academic achievement marks in preceding class (VIII) i.e. 45% and below.
5. Age based groups (for class IX):
  1. High age group (17 years and above)
  2. Low age group (16 years and below)



Descriptive definition of attractive/unattractive or positive/negative name stereotypes was, however, a little difficult. We defined attractive group as students who are good to look at, neat and tidy and with personalities that attract. Unattractive group, on the other hand, consisted of students who are not good to look at, who remain unclean and untidy and whose personalities distract. However, it was thought that merely supplying these definitions was not sufficient to clarify the groupings. Hence, in addition to these definitions, passport size black-and-white photographs of attractive and unattractive grade IX students were provided. For the selection of these attractive/unattractive photographs, seventy-three ninth grade students (both male and females) were photographed and a randomly selected group of secondary level teachers ( $n=50$ ) was asked to rate each of these on five point scales in terms of attraction and expected achievement. Two photographs (one of female student and one of male student) with high average rating (mean=4.06 and 3.95 respectively) were selected to represent attractive students. Two different photographs (one of female and one of male student), with low average rating score (mean=1.74 and 2.30 respectively) were selected to represent unattractive students. These photographs were included in the questionnaire along with descriptive definitions.

Name stereotype was defined as linked with our tendency to like or dislike certain names, with which we tend to associate positive or negative feelings and which are more or less prevalent. Thus, there are positive name stereotypes (which we tend to like, are more prevalent and have positive connotations) and negative name



stereotypes (which we tend to dislike, are less prevalent and have negative connotations). We identified positive and negative name stereotypes with the help of a randomly selected group of secondary school teachers ( $n=40$ ), asking each of them to rate each of 240 male and female names collected from attendance registers of selected schools on five point scales in terms of prevalence, liking and expected achievement. Three names with average rating more than 3.65 were identified as positive name stereotypes and three names with average rating less than 1.76 were identified as negative name stereotype. These names were used as examples with descriptive definitions in the questionnaire.

### The Questionnaire Format

The Teacher Expectation Bias Questionnaire prepared for present study includes seven questions. In each of these questions the teacher is provided with two lists of academic achievement marks- one belonging to the average students of the class while the other to one of the groups described to them. One of the two lists, the list that was to be assigned by the respondent, contained arbitrarily selected higher marks and the teacher is asked to identify the group of students to whom, in his/her opinion, this list belongs. The teacher can also express his/her indefiniteness in ascription of marks. Thus depending on his/her response, the teacher may be classified as either positive towards one or other group, or, he/she may be classified as neutral in relation to the particular student variable. Thus, in relation to sex variable of students, teachers are classified on the basis of their response as either Male positive (M+), Female positive (Fe+) or Sex Neutral(SN). In relation to caste variable, they are classified as either





General Caste positive (GC+), Scheduled Caste positive (SC+), Scheduled Tribe positive (ST+), Other Backward Castes positive (OBC+), or, Caste Neutral (CN). Similarly, they are classified as High SES positive (HSES+), Average SES positive (ASES+), Low SES positive (LSES+), or, SES Neutral (SESN) in relation to SES variable of students. In similar manner, teachers are classified into one or other group on the basis of their response on questions related with age, previous achievement, physical attraction and name stereotype characteristics of students. A teacher classified in this manner (M+, Fe+, SN; GC+, SC+, ST+, OBC+, CN; HSES+, ASES+, LSES+, SESN; HA+ i.e. High Age positive LA+ i.e. Low Age positive, AN i.e. Age Neutral; HPach+ i.e. High Previous Achievement positive, LPach+ i.e. Low Previous Achievement positive, PAchN i.e. Previous Achievement Neutral; PA+ i.e. Physical Attraction positive, UA+ i.e. UnAttraction positive, AN i.e. Attraction Neutral and PN+ i.e. Positive Name stereotype positive, NN+ i.e. Negative Name stereotype positive, nn i.e. name neutral), thus, represent teachers holding generalized academic achievement related expectations towards one or other group of students. Copy of TEBQ is enclosed as Appendix-VI.

### Reliability and Validity of Responses

Direct establishment of reliability and validity for present version of Teacher Expectation Bias Questionnaire was deferred in view of the fact that a similar questionnaire, eliciting generalized expectations in relation to sex, caste, SES, physical attraction and name stereotype in the same manner, was found to be valid and reliable (Dhoundiyal, 1993). In this earlier version, validation was done among ten, grade-eight, inservice teachers, utilizing their responses on TEBQ and



asking them to rank their students in order of perceived academic potential. Students were classified into sex and caste groups as well as into SES groups through administration of SES scale. Physical attraction and name stereotype of these students were also rated by independent observers to identify groups. Employing Kruskal-Wallis one way analysis of variance (Siegel, 1956), it was found that first ranks, indicative of positive perception of academic potential, were associated with the group of students towards which teachers were positively biased; indicating that expectations elicited in the manner adopted are valid indices of classroom expectations.

Reliability of the earlier version was also established among inservice teachers through administration of questionnaire at three occasions, the second and third administration occurring after a time gap of one week and one month. Probability of response similar to the response on first occasion was calculated to reveal that inservice teachers adhere to their responses to a large extent. In view of the similarity of approach in present and earlier version, and in order to avoid unnecessary duplication of effort, the present TEBQ was assumed to have similar reliability and validity.

### *Data Collection for the Survey*

Data for the survey were collected with the help of Teacher's Personal Information Schedule, Socio-Economic Status Scale, Job Satisfaction Questionnaire, Teacher Attitude Inventory and Teacher Expectation Bias Questionnaire among high school teachers. These various research tools were provided to each teacher in an individual setting, after establishment of an optimum level of rapport. Data



collection for survey of generalized teacher expectations was carried out in the month of May-June, 1996, which preceded commencement of academic session 1996-97. This duration was selected in view of the decision to collect data for stage-II in following academic session (1996-97).

### *Survey Data Analysis*

Generalized academic achievement related teacher expectations were obtained through TEBQ in qualitative categories. Teachers were identified through this questionnaire as being positive towards either one or other group of students, or, being neutral in relation to student variable under consideration. The pattern of this distribution was interesting and in order to test hypothesis-1.0 one-sample chi-square computation, deriving expected frequencies on the basis of equal probability were carried out. In order to test hypothesis-2.0, cross-tabulation of generalized teacher expectations and various characteristics of teachers, classified suitably for the purpose, were derived. Again chi-square computations and contingency coefficients were derived to test strength of association between generalized expectations and various teacher characteristics.

### **Stage-II: Study of Teacher Behaviors and Student**

#### **Outcomes in the Context of Individualized Teacher Expectations**

This stage involved selecting a sample of teachers and their classrooms for the study of teacher behaviors and student outcomes,



eliciting individualized teacher expectations towards students in teachers' classrooms, selecting specific research tools to test student outcome variables, data collection among students at the beginning and end-of-the-academic-session to gather information pertaining to related outcome variables, observation of classrooms for teacher-student interaction during the session, and finally, undertaking data analysis to test various hypotheses. These various aspects of stage-II are described in following sub-sections.

### *Sample Selection for Stage-II*

As stage-II involved much elaborate data collection and observation of teacher-students interaction in on-going classrooms, it was obvious that investigators were required to focus on a smaller sample of teachers and their classrooms. The requirement of being available for classroom observation and testing of students at two occasions (beginning of session, end of session) implied teachers as well as students to remain relatively free throughout the academic session. Since students of class-X are required to appear in U.P. High School Board examination and remain more busy in this direction, as well as because examination- preparatory leaves for class-X students generally start towards the third or fourth week of February (as these examinations commence usually in the first or second week of March each year), coupled with the fact that in the hill district of Almora winter vacations are declared in most of the schools each year in the month of January and February; data collection with both teachers and students of class-X was not only difficult but it would have restricted the available-operative time for teacher expectations to almost six months lying between the month of commencement of academic session (usually July) and declaration of winter vacations





(last week of December). Thus, investigators excluded class-X for the purpose of the study at stage-II and considered only teachers (most of whom also taught class-X) and students of class-IX, who were relatively more available and whose academic session, including winter vacations, lasted for almost eleven-twelve months. Considering feasibility of elaborate data collection at stage-II, it was decided to randomly select ten schools and further from each of these ten schools to select two teachers in a random manner. Thus, twenty teachers and one of the IX grade class taught by each of them were selected. High and low teacher expectation students, selected with the help of these teachers from students of their respective classrooms, were tested at the beginning of academic session (third and fourth week of July, 1996). However, later in the academic session (November-December, 1996) three teachers showed reluctance to co-operate in observation of their ongoing classrooms. As substitution at this later stage was not appropriate from the viewpoint of study-design (individualized teacher expectations were elicited at the beginning fortnight of the academic session among other teachers, allowing them very little time to observe their students), the remaining sample of seventeen teachers and the high and low teacher expectation students of their classrooms constituted the final sample of teachers and students at stage-II.

### *Sample of Teachers Selected in Stage-II*

The seventeen teachers selected for study at stage-II were all males, their age ranging from 27 years to 49 years (Mean=35.95, SD=6.85). They were teaching in ten schools (appendix-VII). Most of these teachers (approx. 88%) belonged to general caste category,



while only two of them were OBCs. All of them were trained for teaching, most were postgraduates ( $n=12$ ) and their teaching experience ranged from 5 years to 23 years (Mean=11.41, SD=5.93). Nine of these teachers had science as study discipline at graduate level, while eight of them studied arts at graduate level.

### *Eliciting Individualized Teacher Expectations towards Students*

As elaborated in Chapter-II, individualized teacher expectations in present study were elicited through nomination by teachers. At the beginning of academic session (July, 1996) the seventeen teachers (finally included in study at stage-II) were asked to select one of the class-IX taught by them. From this selected class teachers were requested to provide names of five students whom they expected to achieve very high academic achievement marks in end-of-the-term annual examination. Similarly, each of these teachers was asked to provide names of five students who were expected by them to achieve very low academic achievement marks in this annual examination. The students thus nominated by teachers in above two groups were designated as high and low teacher expectation students, respectively. Overall 85 names of high teacher expectation students and 85 names of low teacher expectation students were obtained in this manner.



### *Research Tools used to collect Student related Data (Stage II)*

Data pertaining to high and low teacher expectation students were collected with the help of selected research tools. These research tools are described below.

#### *Student's Personal Information Schedule*

Developed by investigators, this schedule intended to collect background information from high and low teacher expectation students. Information like sex, age, caste group, study-discipline, previous achievement, self-expected level of achievement in end-of-the-term examination etc., are collected through the schedule. In addition, there are six questions in which students rate themselves in terms of regularity of attendance in class, educational ability in comparison to other class fellows, degree of perceived distance from teacher, frequency of opportunity received to answer classroom questions, frequency of participation in classroom activities and frequency of receiving scolding from teachers. Copy of the Schedule is enclosed as Appendix-VIII.

\* ( *Socio-Economic Status Scale (Bhardwaj, R.L.; Gupta, S. and Chauhan, N.S.; 1989)*

Published by NPC, Agra, SESS was used to assess socio-economic status of students as well. }



*Samooohik Mansik Yogyata Pariksha (A group test of Intelligence)*

Developed by Tandon, R.K. (1971), this verbal test of intelligence has been developed to test the intelligence of the students of class VI to XI of Hindi speaking areas. It has been reported to be a reliable and valid test of intelligence of the target population (Appendix-IX).

*Adjustment Inventory for School Students (AISS)*

Developed by Sinha, A.K.P. and Singh, R.P. (1993), Adjustment Inventory for School students has been developed to assess emotional, social, educational and total adjustment of Hindi knowing secondary school students. The inventory has been standardized by test developers and has been shown to be reliable and valid (Appendix-X).

*Swatva Bodh Parikshan (A Test of Self-Concept; SBP)*

This test has been developed by Sherry, G.P.; Verma, R.P. and Goswami, P.K.(1988). It is a forty-item test aimed to measure the self-concept of school going adolescents. Standardized among students of class X, the test has been reported to be a reliable and valid research tool (appendix-XI).





### *Academic Achievement Motivation Test (AAMT)*

Developed by Sharma, T.R. (1984), this test provides a measure indicating how much an individual student (age 14 plus) is motivated in the field of academic achievement. Reliability and validity indices have been reported in the test manual. The test is suitable to assess academic achievement motivation of high school level students (appendix-XII).

### *Study Involvement Inventory (SII)*

This inventory has been developed by Bhatnager, A. (1982) and published by NPC, Agra. Defining involvement as identification with the task to be accomplished, it is aimed to measure involvement of students in their scholastic pursuits (studies). Including forty items, this inventory has been standardized among high school students (Appendix-XIII).

### *Academic Anxiety Scale for Children (AASC)*

This scale has been developed by Singh, A.K. and Sengupta, A. (1986) for use with school students of 13 to 16 years. It measures anxiety as a state aroused by conditions of environment of school. Including 20 yes-no response type items the scale has been reported to be reliable and valid research tool (Appendix-XIV).



### *Academic Achievement Perception Scale*

Developed by Bisht, A.R. and Pathani, R.S. (1984), this scale measures perception of academic achievement by students themselves. Containing 60 items, this scale has been shown to be reliable and valid appendix-XV).

### *Testing High and Low Teacher Expectation Students*

High and low teacher expectation students were tested for various variables with the help of relevant research tools at two occasions. The first testing occurred at the beginning of academic session (third and fourth week of July, 1996). Various tests were administered in group situation after optimum rapport establishment and explanation of the method to fill-in various questionnaires. The second testing was undertaken at the end-of-the-academic-session (May, 1997). The set of tools that was used at the beginning of the session was also employed in the end-of-the-term testing.

### *Observation of the Classrooms for Teacher Behavior towards High and Low Teacher Expectation Students*

Good and Brophy's (1971) Dyadic Interaction Analysis System was used to analyze on-going classroom interaction between teachers and high and low teacher expectation students nominated by them. The formula suggested by Good and Brophy (1994) to assess agreement between two observers' frequency counts in various



categories of the system was used to establish inter-observer agreement during practice sessions. The practice sessions included observation of five on-going classrooms, other than those selected for study in stage-II, by two observers. It was found that after undergoing these practice sessions, approximately 80-95 percent agreement frequency counts of different categories emerged between the observers.

Each selected class, with the teacher included in the sample and the high and low teacher expectation students nominated by teacher present in it, was observed by one of the two observers. Each class was observed at two occasions during the academic session (November-December, 1996), for a duration of 35 minutes at each occasion. Frequency counts, across the two occasions, were used to depict the interaction pattern occurring between teachers and high and low teacher expectation students.

The overall data collection plan of the study is depicted in figure-4.

### ***Data Analysis***

Data collected for the study at stage-I included teacher characteristics and their generalized teacher expectations. These teacher characteristics included their sex, caste group, age, teaching experience, study discipline at graduate level, socio-economic status category, job satisfaction and teacher attitudes. Generalized teacher expectations in terms of sex, caste group, SES groups, previous achievement group, physical attraction group and name stereotype group characteristics of students were obtained.



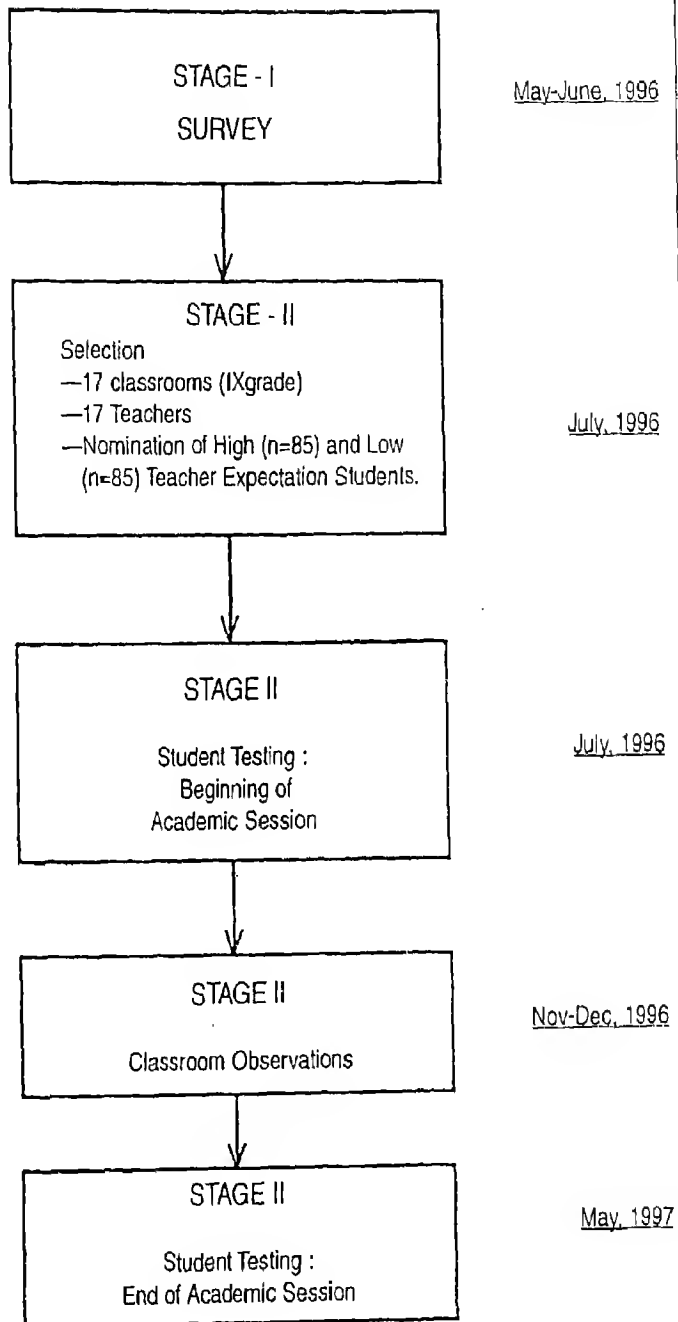


Figure IV : Data Collection Plan of the Study





One sample chi-square test (Siegel, 1956) was used to find out difference between observed and expected frequencies, based on equal probability, in categories of generalized teacher expectations. Association between various teacher characteristics and their generalized teacher expectation were tested through Chi-square and Contingency coefficient (Siegel, 1956).

At stage-II, individualized teacher expectations were obtained through nomination of students. Selected generalized teacher expectation related student characteristics (e.g. sex, caste group, SES) were available. Cross-tabulation of student nomination in high versus low teacher expectation categories by teachers holding a particular generalized teacher expectation vis-a-vis the related student characteristic was carried out to explore association between certain generalized teacher expectations and individualized teacher expectations expressed through nominations.

At stage-II, both high and low teacher expectation students were tested on a number of student-outcome variables at the beginning of the academic session. Scores of high and low teacher expectation students at the beginning of school year were compared to find out significant differences between them. ANOVA was used to do these comparisons. Student outcome variables, assessed at the end-of-the-academic session were used to compute gain scores over the school year in relation to these variables. Gains in scores, adjusted for difference in various variables at the beginning of academic session, in high and low teacher expectation students were compared through ANACOVA.

Classroom interaction between teachers and high and low teacher expectation students was analyzed through comparing frequency of different behavior categories adopted by teachers towards the two



categories of students. Simple percent frequency counts were used to describe differential behavior patterns adopted by teachers.

Results obtained through data analysis and their interpretation are described in chapter-IV.



## *Chapter: IV*

### **Data Analysis and Interpretation**

Data of present study were analyzed in relation to various objectives and hypotheses proposed to be tested. Broadly, these related with analyzing the pattern of generalized teacher expectations present among high school level teachers, exploring the interrelationships between various teacher characteristics and generalized expectations held by them, attempting to find out interrelationships between selected generalized teacher expectations and individualized teacher expectations expressed by teachers in their classrooms, studying teacher behavior patterns towards students for whom they held high and low expectations, and finally, trying to assess the outcomes of teacher expectation cycle in terms of selected student characteristics through comparing high and low teacher expectation students. Analysis of data in these contexts is presented in following sections.



## Generalized Teacher expectations among High School Teachers

It should be recalled that generalized teacher expectations towards students with different characteristics were elicited through Teacher Expectation Bias Questionnaire. Seven student characteristics were considered in this context. These included sex, caste, socio-economic status, age, previous achievement, physical attraction and name stereotype of students. Teachers, on the basis of their responses on TEBQ, were categorized as being positive towards one or other group of students, defined on the basis of their characteristics, or, as being neutral in the context of the student characteristic under consideration. In relation to sex characteristic, teachers were thus classified as either being male student positive (boys positive), female student positive (girls positive) or being sex neutral. Table-1 presents distribution of teachers in relation to their sex based generalized teacher expectations (Fig.V).

**Table 1: Distribution of Sex based Generalized Teacher expectations among  
High School Teachers\***

Category	Boys positive	Girls positive	Sex Neutral	Total
Frequency(%)	52 (15.50)	158 (47.20)	125 (37.30)	335 (100.00)

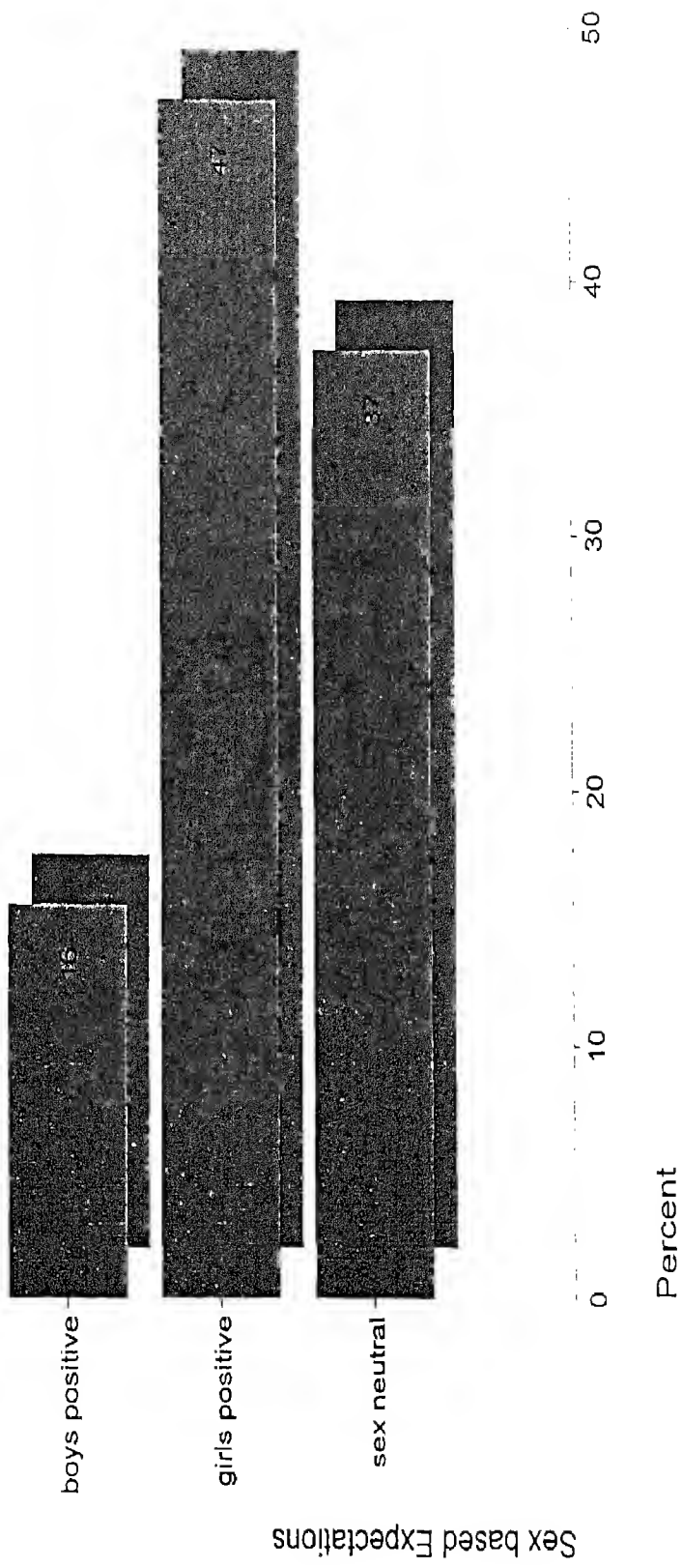
\*Chi-square=52.70, df=2, S (0.05)

It is apparent from table-1 that a majority of approximately 47% teachers expressed positive academic achievement related generalized expectations towards female students and only approximately 16% teachers were positive towards male students. About 37% teachers kept a neutral stance in this context. This distribution becomes more important in view of the fact that out of





Fig.-V: Sex based Generalized Expectations





total sample of teachers ( $n=335$ ), a majority of 79.4% were males. Chi-square value, calculated for finding difference from an equal probability distribution, was highly significant; indicating operation of academic achievement related generalized expectations among inservice teachers. More of these teachers were found to be positive in their expectations towards female students. This trend is in contrast with the trend obtained by Dhoundiyal (1998) among student teachers; about 53% of teacher-trainees were found to be positive towards male students. One possible reason for this discrepancy between teacher-trainees and inservice teachers may be that with long experience of interaction with male and female students, inservice teachers find female students to behave in a relatively more disciplined manner, remain sincere and docile; hence they expect them to be better achievers. This positiveness towards female students might have its origin in recent trend in high school level U.P. Board examination results, wherein in recent years girls have generally tended to excel boys.

Table-2 presents distribution of teachers classified in terms of their caste group related generalized teacher expectations, obtained on the basis of their responses on TEBQ. It reveals that most of the teachers (approx. 63%) either expressed positiveness towards general caste students or remained neutral (approx. 31%). To be more specific, when asked to ascribe high academic achievement marks to groups of students, a large number of teachers ascribed higher marks to students of general caste category. Only a small proportion of teachers expressed positive expectations towards scheduled caste (1.2%), scheduled tribe (1.2%) and other backward castes (3.6%) groups of students. This distribution was found to differ significantly



from equal probability distribution (Chi-square=490.39, df=4, Sig. at 0.05 level). It is pertinent to note that while about 84% of teachers

**Table 2: Distribution of Caste based Generalized Teacher Expectations among High School Teachers\***

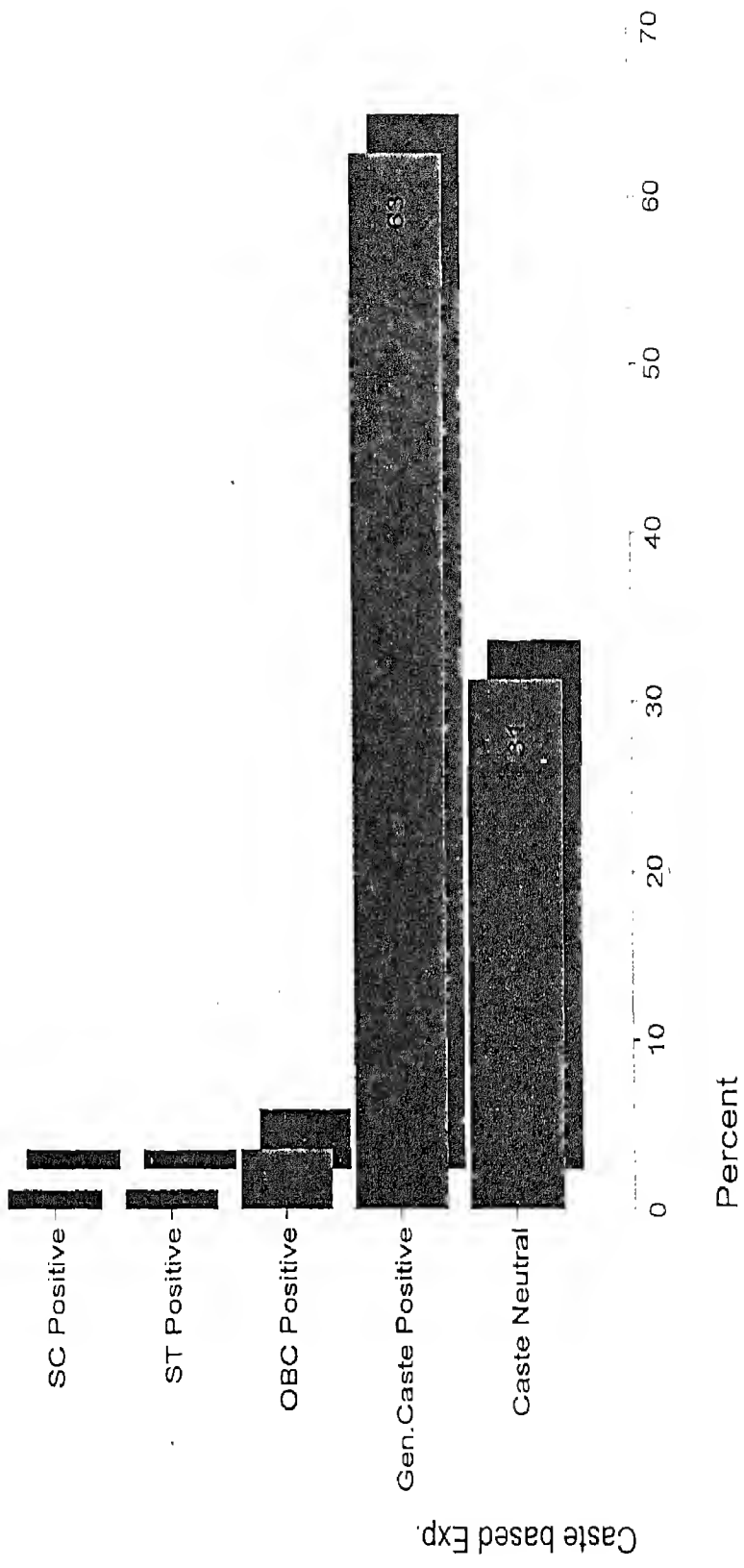
<i>Category</i>	<i>Scheduled Caste positive</i>	<i>Scheduled Tribe positive</i>	<i>Other Backward Castes positive</i>	<i>General Caste positive</i>	<i>Caste Neutral</i>	<i>Total</i>
Frequency (%)	4 (1.20)	4 (1.20)	12 (3.60)	210 (62.70)	105 (31.30)	335 (100.00)

\*Chi-square=490, df=4, S (0.05)

included in the sample belonged to general caste group, about 6 and 8 percent of them were members of respectively scheduled castes and other backward castes groups. Clearly, it is evident that a tendency to hold positive expectations towards students of one's own caste group was not present. The frequency distribution given in table-2 (also depicted in figure-VI) was further regrouped through deriving broader categories, viz., caste neutral, general caste positive and other castes positive, in view of the fact that mainly two-group categorization defines contemporary social scene in more precise terms. Frequency of teachers holding positive expectations towards general castes (approx. 63%) and other castes (6%), or, being caste neutral (approx. 31%) were also found to differ significantly (Chi-square=162.24, df=2, Sig. at 0.05 level) from equal probability distribution. These results indicate that in their generalized expectations, teachers largely tend to favor students belonging to general caste category, which include students of Brahmin, Kshatriya and Vaishya castes. Earlier we have argued that caste in Indian society typically defines the network of social relationships and ascribed potentials. That argument seems to hold in the case of generalized teacher expectations elicited through ascription of differential academic achievement marks to caste based student groups.



Fig.-VI: Caste based  
Generalized Expectations







Generalized teacher expectations towards students classified into three socio-economic status groups were also explored in the study. These groups included high socio-economic status group (High SES), middle socio-economic status group (middle SES), and low socio-economic status group (low SES). Teachers expressing their generalized expectations towards these three groups could be either positive towards any of the three groups, or, neutral in this context. Table-3 presents distribution of teachers obtained through the study (Figure-VII).

Table 3 : Distribution of Socio-Economic Status based Generalized Teacher Expectations among High School Teachers\*

Category	High SES positive	Middle SES positive	Low SES positive	SES Neutral	Total
Frequency (%)	92 (27.50)	158 (47.20)	14 (4.20)	71 (21.20)	335 (100.00)

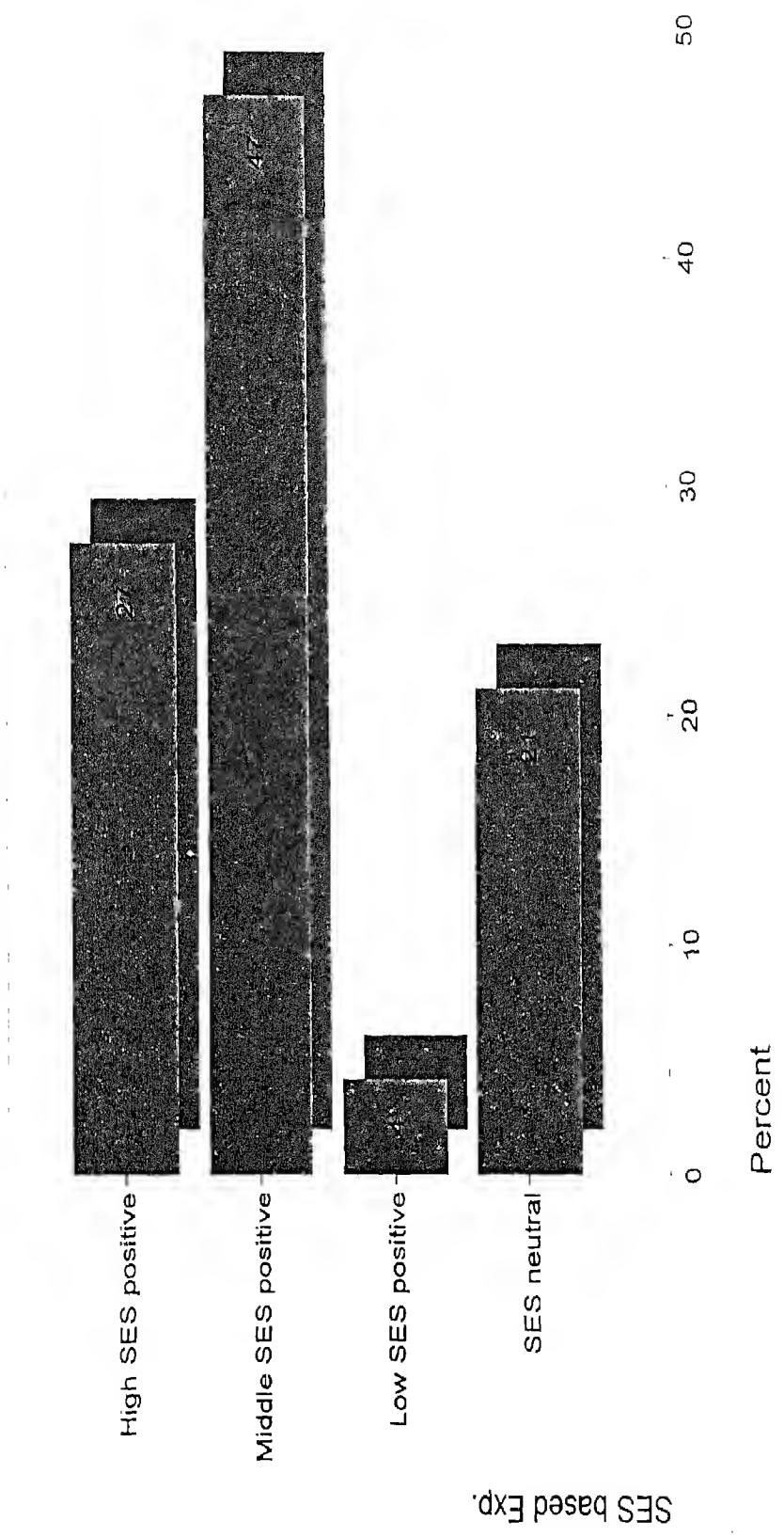
\*Chi-square=126.67, df=3, S (0.05)

Table-3 shows that the largest frequency of teachers (approx. 47%) expressed positive expectations towards students of middle SES group. Positive expectations towards high SES students were expressed by approximately 28% teachers. A very low number of teachers (approx. 4%) held positive expectations towards students of low SES. This pattern of frequency distribution tends to point out that among a large number of high school level inservice teachers, a biasness towards middle and high SES students exists, while only few of them hold positive expectations towards lower class students. In this context, it is also important to note that only about 21% of these teachers held neutrality in relation to SES of students and generalized expectations.

Academic achievement in preceding class as an index of academic potential of students also seems to be operative as a factor in shaping generalized teacher expectations. Two groups of academic



Fig.-VII: SES based  
Generalized Expectations





achievement, viz. high academic achievement group with 60% and above marks and low academic achievement group with 45% and below marks, were described to teachers and they were asked to assign a list containing higher than average marks to any one of these two groups on the basis their opinion. Distribution of teachers, classified as high academic achievement group positive (High aca. ach. positive), low academic achievement positive (low aca. ach. positive) and academic achievement neutral (aca. ach. neutral) is presented in table-4 (Figure-VIII).

**Table 4 : Distribution of Previous Achievement group based Generalized Teacher Expectations among High School Teachers\***

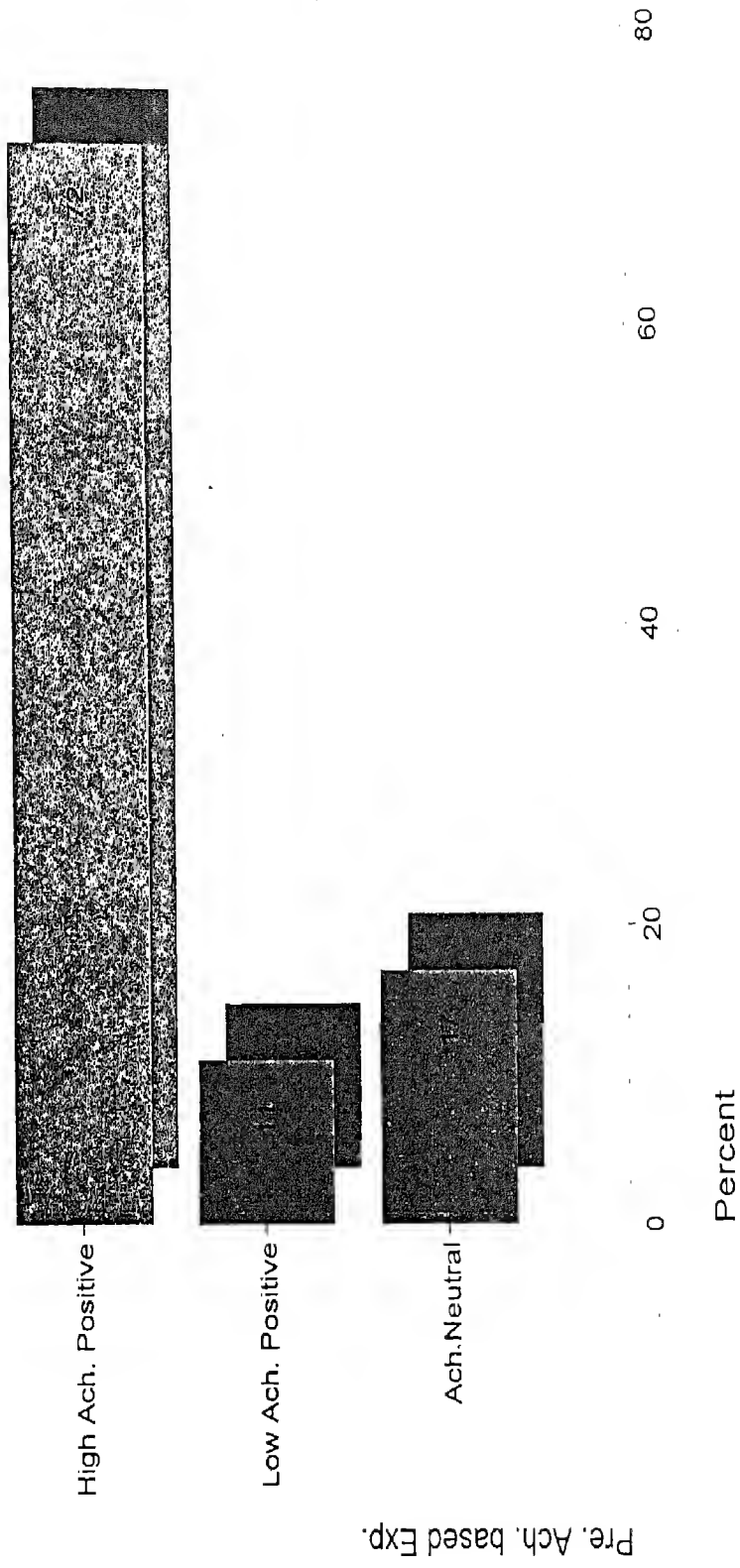
<i>Category</i>	<i>High Academic Achievement Group positive</i>	<i>Low Academic Achievement Group positive</i>	<i>Academic Achievement Group Neutral</i>	<i>Total</i>
Frequency (%)	241 (71.90)	37 (11.00)	57 (17.00)	335 (100.00)

\*Chi-square=226.48, df=2, S(0.05)

Table-4 reveals that a large majority of about 72% teachers assigned higher than average marks to students described as high achievers in preceding grade. In contrast only 11% of teachers assigned these higher than average marks to students of low previous academic achievement group. These figures show that academic achievement marks are viewed as indicators of the academic potential of students. However, the tendency to form teacher expectations on the basis of previous academic achievement by the teachers and the likelihood of their adoption of differential behaviors in line with their expectations, entail with it the danger of treating students with low previous academic achievement in specific ways which may further impede their chances of improvement. Such a danger of segregating students on the basis of achievement in



Fig.-VIII: Pre. Achievement group  
based Generalized Expectations







previous grade(s) and then directly or indirectly behaving in ways to sustain this segregation seems to be present in the classrooms of a large number of teachers.

The age of students was also assumed to be a factor in generalized teacher expectation formation. Students higher in age in a particular grade, as well as students relatively lower on this account, may be viewed differently by teachers, and on the basis of these perceptions teachers may develop differential expectation patterns. Teachers included in present study were presented with grade ninth students belonging to two age groups: students of seventeen years and above were described as high age students, while students of 16 years and below consisted the low age group. Ascription of higher-than-average marks to one of the two groups was done by teachers on TEBQ. Table-5 presents the responses, classified as high age positive, low age positive and age neutral, obtained from teachers (Figure-IX).

**Table 5 : Distribution of Age group based Generalized Teacher Expectations among High School Teachers\***

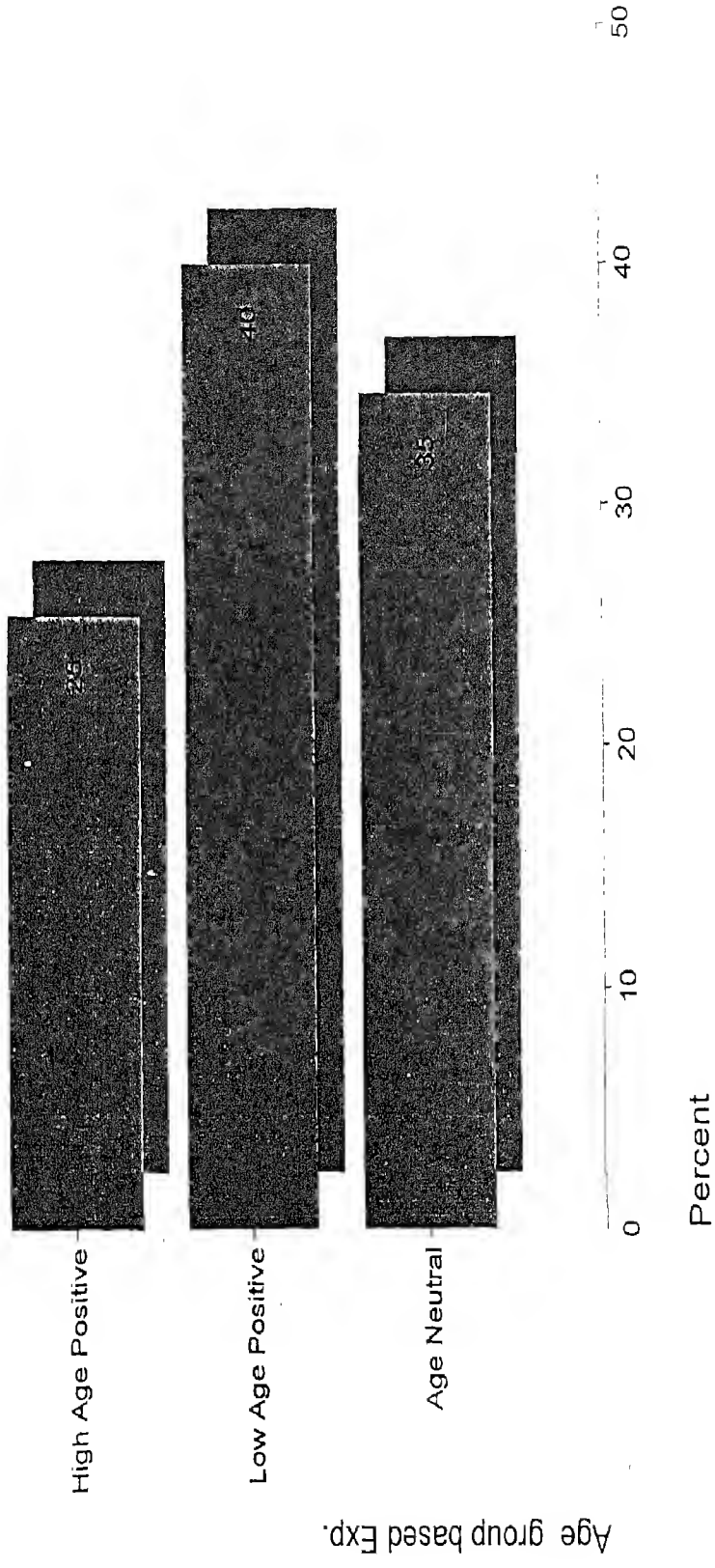
<i>Category</i>	<i>High Age group positive</i>	<i>Low Age group positive</i>	<i>Age group Neutral</i>	<i>Total</i>
Frequency (%)	85 (25.40)	134 (40.00)	116 (34.60)	335 (100.00)

\*Chi-square=11.00, df=2, S(0.05)

It is evident from table-5 that in comparison to the number of teachers holding positive expectations towards high age students (approx. 25%) the frequency of teachers expressing positiveness towards low age students (40%) was significantly higher (Chi-square=11.00, df=2, Sig. at 0.05). Neutrality in relation to the age



Fig.-IX:Age group based  
Generalized Expectations





characteristic of students was adhered by approximately 35% of teachers. Despite this fact, the pattern of responses suggests a trend of negative expectations towards higher age students of a particular class.

Generalized teacher expectations towards physically attractive and unattractive students were elicited through defining attractive students as those who are beautiful to look at, neat and tidy and whose personalities attract, and the unattractive students as those who are ugly, unclean and untidy and whose personalities distract. Passport-size black-and-white photographs of students, selected on the basis of ratings obtained from a separate group of teachers, were used to provide examples of these attractive and unattractive students (Ref. appendix VI). Teachers were asked to ascribe a higher-than-average list of marks to any one of the two groups on the basis of their expectations. Table-6 presents the pattern of responses in terms of the generalized teacher expectations expressed by teachers (Figure-X).

**Table 6 : Distribution of Physical Attraction group based Generalized Teacher Expectations among High School Teachers\***

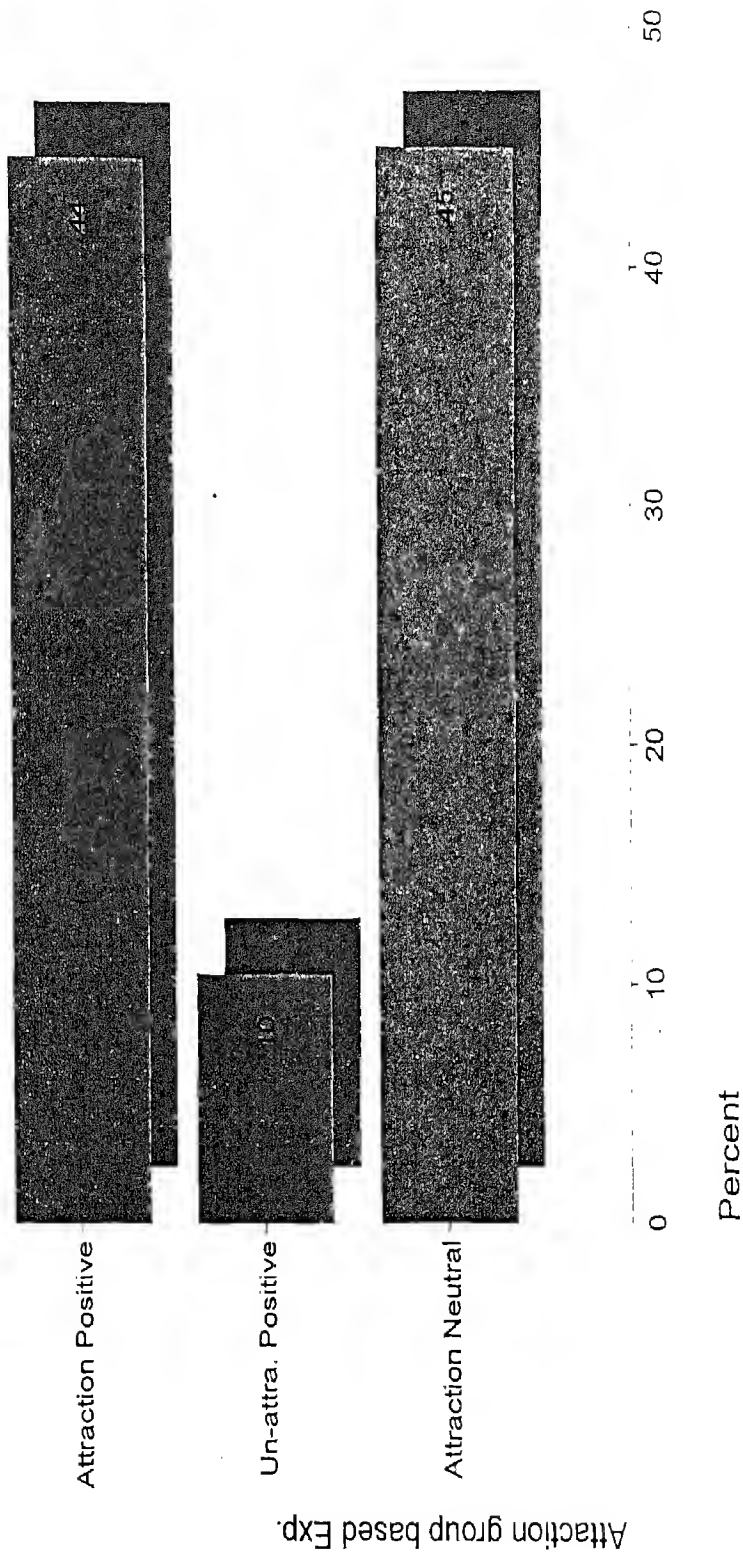
<i>Category</i>	<i>Physical Attraction positive</i>	<i>Physical Unattraction positive</i>	<i>Physical Attraction Neutral</i>	<i>Total</i>
Frequency (%)	149 (44.51)	35 (10.40)	151 (45.10)	335 (100.00)

\*Chi-Square=78.97, df=2, S(0.05)

It is evident that most of the teachers surveyed (n=335) either remained neutral in relation to physical attraction (approx. 45%) or held positive expectations towards physically attractive students (approx. 45%). Thus, while responses of about 90% teachers belonged to these two categories, only about 10% teachers indicated



Fig.-X: Physical Attraction group based Generalized Expectations







their positiveness towards unattractive students. This pattern of response was found to be significantly different from equal probability distribution (Chi-square=78.97, DF=2, Sig. at 0.05). It reveals that the general hypothesis that “beauty is good” also finds expression in the generalized teacher expectations of high school teachers. A similar biasness towards attractive students was obtained by Dhoundiyal (1998), and it was found that approximately 54% of teacher-trainees were positively biased towards attractive students. The percentage of respondents expressing positiveness towards unattractive students is almost similar in both studies (i.e., 10.40 in present study and 10.61 in earlier study among teacher trainees); indicating similarity in the physical attraction based generalized expectations among the two groups to a large extent.

The name stereotype variable referred to the tendency to differentiate positive names (i.e., names which we tend to like) and negative names (i.e., names which we tend to dislike). Positive and negative name stereotypes were identified through teacher ratings and examples of such name stereotypes were provided to teachers in TEBQ (Ref. appendix VI). Generalized teacher expectations in the context of these two name stereotypes, obtained through present survey, are given in table-7 (Figure-XI).

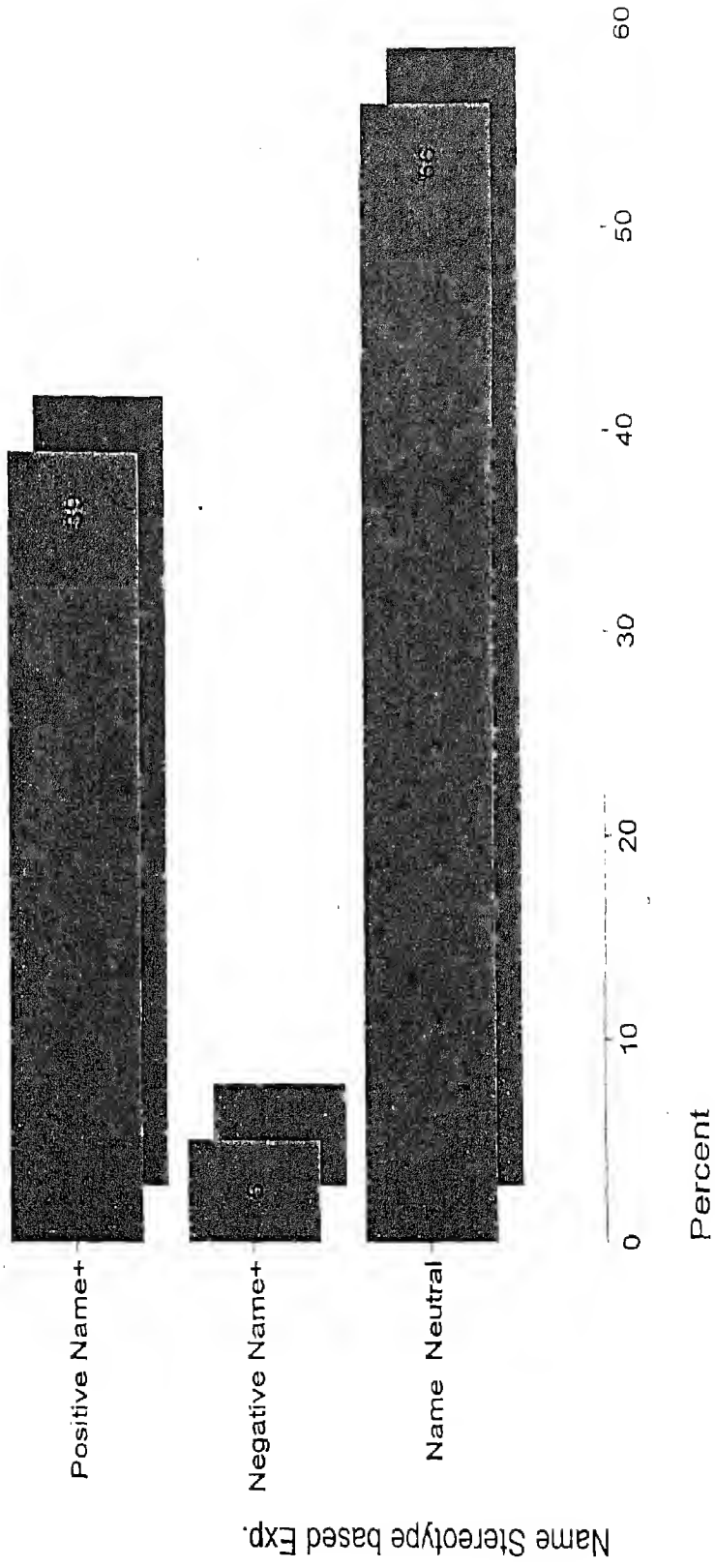
**Table 7 : Distribution of Name Stereotype Group based Generalized Teacher Expectations among High School Teachers\***

Category	Positive Name Stereotype positive	Negative Name Stereotype positive	Name Stereotype Neutral	Total
Frequency (%)	130 (38.80)	17 (5.10)	188 (56.10)	335 (100.00)

\*Chi-square=135.45, df=2, S(0.05)



Fig.-XI:Name Stereotype group  
based Generalized Expectations





It was found (Table-7) that very few (approx. 5%) teachers ascribed higher-than-average academic achievement marks to students with negative name stereotypes, while a large majority (approx. 56%) remained neutral on this account. However, about 39% of teachers ascribed higher-than-average marks to students with positive name stereotypes, showing that this variable is operative in the population of teachers in a significant manner (Chi-square=135.45, df=2, Sig. at 0.05 level). This is quite interesting in the sense that a variable like name of the student acts as an input factor in generalized teacher expectation formation among high school inservice teachers.

The analysis of generalized teacher expectations among high school teachers revealed that a significant proportion of teachers considered characteristics like sex, caste, socio-economic status, age, previous achievement, physical attraction and name of students in ascribing higher-than-average academic achievement marks to groups of students. This shows that contrary to our general beliefs, teachers tend to differentiate between students in terms of their own academic achievement related expectations. In general, a majority of them tend to view female students, students belonging to general castes and middle to high socio-economic status groups, students who are relatively lower in age than their class fellows and who have higher academic achievement marks in previous grades, and students who are physically attractive and have positive names in a positive manner. This tendency of differential perception has very likelihood of being expressed through behaviors adopted by teachers in classrooms. The question, therefore, is not whether or not a real difference exists between these groups of students; on the other hand, we are faced with the possibility of these perceived differences being



perpetuated in our classrooms through teacher behaviors. Attention, therefore, needs to be paid to further analyze the generalized teacher expectations of Indian teachers in different settings, levels, subject areas, teaching-learning situations etc.

### **Interrelationships between Generalized Expectations and Characteristics of Teachers**

Generalized teacher expectations held by teachers were analyzed in relation to selected personal, socio-economic and socio-psychological characteristics of teachers. For this purpose, each of the seven generalized teacher expectation was cross-tabulated with each of the twenty-five teacher related variables included in the study. The personal characteristics included teacher's sexes, caste group, age, length of teaching experience, educational status and study discipline at graduate level. Socio-economic status categorization was obtained through SES scale administered among teachers. Socio-psychological characteristics explored included job-satisfaction and teacher attitudes. Sex, caste group, educational status and study discipline at graduate level were qualitative variables. Out of 335 teachers surveyed, 69 (approx. 21%) were females and 266 (approx.79%) were males. Caste group wise composition revealed a majority of about 84% (n=280) to be members of general caste category; others belonged to four categories, viz. SCs, OBCs, minorities and no information. Sixty-nine teachers were graduates, while 258 had educational status equivalent to post-graduation;





remaining had higher degrees. Most of these teachers ( $n=327$ ) either studied arts or science subjects and only 8 teachers reported commerce and other disciplines. Thus, in order to facilitate Chi-square computation, regrouping of caste, educational status and study discipline variables was carried out. Two categories of caste groups were evolved, viz. general caste group ( $n=280$ ) and other caste group ( $n=54$ ), including SC, OBC and minorities.

Two groups of teachers, i.e. graduates ( $n=69$ ) and post-graduates ( $n=258$ ) were also considered in this analysis. Similarly, study discipline was considered as having two categories, viz. science ( $n=104$ ) and arts ( $n=223$ ), excluding others. Socio-economically teachers were found to belong to four groups: only one respondent to low group, 120 to middle group and 181 and 26 respectively to upper and upper-middle group. SES category information about 7 teachers was not available. Thus, excluding the only teacher belonging to low group and seven teachers about whom information was not available, the remaining teachers were reclassified into two groups: high SES group - consisted of upper and upper-middle group respondents, and, average SES group - including respondents of middle group. This regrouping to evolve broader categories seemed necessary in view of preliminary data analysis revealing very low frequencies in cross-tabulations.

Classification of teachers into groups based on variables like job-satisfaction and teacher attitudes was done through quartile cleavage of respective distributions. Teachers falling below first quartile were classified in low group, those falling between first and third quartile into average group and those falling above third quartile were grouped into high group. These low, average and high groups of



teachers were cross-tabulated with various generalized teacher expectations.

Ten attitudinal items, considered pertinent by investigators in the context of generalized teacher expectations, were included in Teacher's Personal Information Schedule. Responses on these items were obtained in five categories ranging from strongly agree through indefinite to strongly disagree. However, the pattern of responses obtained suggested clubbing of extreme response categories to avoid small frequencies in cross-tabulations. Thus, three-category regrouping of responses was undertaken and responses on these items as agree, indefinite and disagree were employed in Chi-square analysis.

Various teacher related characteristics, regrouped as described above, were analyzed in relation to sex-group based academic achievement related generalized teacher expectations. Table-8 presents the values of Chi-squares obtained in relation to different teacher characteristics.



Table 8: Test of Independence between Sex group based Generalized Teacher Expectations and different characteristics of Teachers

S. N	Teacher Characteristics (Groups)	Chi-square	df	S (0.05)	Specific characteristics of the cross-tabulation
1	Teacher attitude towards teaching profession (High, average, low)	4.61	4	NS	-
2	Teacher attitude towards classroom teaching (High, average, low)	2.51	4	NS	-
3	Teacher attitude towards child centered practices (High, average, low)	7.81	4	NS	-
4	Teacher attitude towards educational process (High, average, low)	8.06	4	NS	-
5	Teacher attitude towards pupils (High, average, low)	5.48	4	NS	-
6	Teacher attitude towards teachers (High, average, low)	3.63	4	NS	-
7	Teacher attitude :Total (High, average, low)	8.44	4	NS	-
8	Teacher's Job Satisfaction Level (High, average, low)	2.65	4	NS	-
9	Educational Status (Graduate, Postgraduate)	0.57	2	NS	-
10	Socio-Economic Status group ( Average SES, High SES)	1.91	2	NS	-
11	Teacher's Age group (High, average, low)	2.66	4	NS	-
12	Teacher's Caste group ( General, others)	5.42	2	NS	-
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	4.06	2	NS	-
14	Teaching Experience group (High, average, low)	2.61	4	NS	-
15	Response on Statement-1 (Agree, indefinite, disagree)	1.49	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
16	Response on Statement-2 (Agree, indefinite, disagree)	2.45	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
17	Response on Statement-3 (Agree, indefinite, disagree)	3.25	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
Table-8 (Contd..)					



					Table-8( Contd....)
18	Response on Statement-4 (Agree, indefinite, disagree)	4.82	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
19	Response on Statement-5 (Agree, indefinite, disagree)	0.93	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
20	Response on Statement-6 (Agree,indefinite,disagree)	1.46	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
21	Response on Statement-7 (Agree,indefinite, disagree)	4.08	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
22	Response on Statement-8 (Agree,indefinite,disagree)	0.60	4	NS	Expected frequency <5 = 6 of 9 cells (66.7%)
23	Response on Stetment-9 (Agree,indefinite,disagree)	11.60	4	S	Expected frequency <5 = 1 of 9 cells (11.1%)
24	Response on Statement-10 (Agree,indefinite,disagree)	1.6	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
25	Teacher's Sex group (Male,Female)	3.38	2	NS	-

Table-8 reveals that sex- group based generalized teacher expectation was not associated with the sex, age, educational status and length of teaching experience of teachers. Similarly, there was no statistically significant association between socio-economic status and sex based generalized teacher expectation. Job satisfaction and various attitudes of teachers were also not found to be significantly associated with it. Similarly, except on statement no.9, no significant association was found to exist between response on almost all the attitudinal items included in the study and the generalized teacher expectation under consideration.





Although Chi-square value computed for association between caste group of teachers and their sex group based generalized expectations was not significant at 0.05 level of significance with 2 degrees of freedom, it attained significance at 0.066 level, showing existence of a marginal association between the two variables. Table-9 presents cross-tabulation of these two characteristics to explore further the nature of this association.

Table-9 : Sex based Generalized Teacher Expectations and the Caste group of Teachers\*

<i>Teacher's Caste Group X Teacher Expectation Category</i>	<i>General Caste group</i>	<i>Others Caste group</i>	<i>Total</i>
Boys Positive	40 (12.0)	12 (3.6)	52 (15.6)
Girls Positive	140 (41.9)	18 (5.4)	158 (47.3)
Sex Neutral	100 (29.9)	24 (7.2)	124 (37.10)
Total	280 (83.8)	54 (16.2)	334 (100.0)

\*Figures in parentheses are percentages

Chi-Square =5.42, df = 2, Sig. At 0.06 level

C = 0.13, Lambda (Expectation) = 0.03

It is apparent from table-9 that approximately 84% of teachers belonged to general caste group. Out of these teachers (84%), only 12% were positive towards male students, while approximately 42% were positive towards female students. In contrast, out of 16% teachers who belonged to others caste group, the percentages of respondents positive towards male and female students was about 4 and 5 respectively. The interaction of sex based teacher expectations becomes more apparent through considering column percentages: 50% of the total of general caste teachers (n=280), in contrast to only 33% of teachers belonging to others caste group (n=54), were positive towards female students. On the other hand, only about 14% of general caste teachers, in comparison to about 22% of other caste



teachers, were positive towards male students. This interaction becomes clearer when we derive sub-tables from table-9 (Table 9.1 and 9.2)

**Table- 9.1: Positive Generalized Expectations towards Male and Female Students among Teachers of different Caste groups\***

<i>Teacher's Caste Group X Positive Expectations</i>	<i>General Caste group</i>	<i>Others Caste group</i>	<i>Total</i>
Boys Positive	40 (22.3)	12 (40.0)	52
Girls Positive	140 (77.7)	18 (60.0)	158
Total	180 (100.0)	30 (100.0)	210

\*Figures in parentheses are percentages

**Table- 9.2 : Positive Expectations and Sex Neutrality among Teachers of different Caste groups\***

<i>Teacher's caste group X Teacher Expectations</i>	<i>General Caste groups</i>	<i>Others Caste group</i>	<i>Total</i>
Positive towards Boys or Girls	180 (64.3)	30 (55.5)	210
Sex Neutral	100 (35.7)	24 (44.5)	124
Total	280 (100.0)	54 (100.0)	334

\*Figures in Parentheses are percentages

It is apparent from table-9.1 and 9.2 that more of the teachers of general caste group were positive towards female students (Table-9.1: approx. 78%) in comparison to teachers of other castes group (Table-9.1: approx. 60%). In contrast, more of the teachers of others castes group were positive towards male students (Table-9.1: 40%), as compared to teachers of general caste category (Table-9.1: approx. 22%). A lesser number of teachers of others castes group expressed positiveness towards any of the two student groups (Table-9.2:



approx.56%), in comparison to teachers of general caste category (Table-9.2: approx. 64%). In contrast, more of teachers belonging to others caste category (Table-9.2: approx. 45%), as compared to teachers of general caste group (Table-9.2: approx. 36%), expressed sex neutrality in their teacher expectations. Teacher's caste group thus seems to be associated with their sex based generalized teacher expectations. However, it should be kept in mind that this association was weak and significant only at 0.066 level. The co-efficient of contingency computed for table-9 was found to be 0.13, which was again significant at 0.066 level. It was also found that knowledge of teacher's caste group reduced only 3% error in predicting their sex based generalized expectations ( $\lambda\text{-exp}=0.03$ ).

Significant association between response on attitudinal statement no.9 and sex based generalized teacher expectation was found (Chi-square=11.60,df=4, sig. at 0.05 level). This statement specified that "long experience of the teacher provides him/her an ability to know about students' interest in studies just by looking at them". Out of a total of 335 teachers about 83% agreed with this statement, only about 10% disagreed and about 6% remained indefinite. Three teachers did not respond on this item. Cross-tabulation of this response pattern with sex based generalized expectation of teachers is presented in table-10.



Table-10 : Sex based Generalized Teacher Expectations and the response of Teachers on Attitudinal Statement-9\*

Response on Statement-3 X Teacher Expectation Category	Agree	Indefinite	Disagree	Total
Boys Positive	41 (12.3)	7 (2.1)	4 (1.2)	52 (15.7)
Girls Positive	140 (42.2)	4 (1.2)	12 (3.6)	156 (47.0)
Sex Neutral	98 (29.5)	10 (3.0)	16 (4.8)	124 (37.3)
Total	279 (84.0)	21 (6.3)	32 (9.6)	332 (100.0)

\*Figures in parentheses are percentages

Chi-square = 11.60, df = 4, Sig. At 0.05 level

C = 0.18, S (0.05)

Lambda (Expectations)= 0.06

Table-10 reveals that out of 332 teachers considered in this analysis, teachers agreeing with the statement constituted a large section (84%). Of these 84% agreeing teachers, a majority of about 42% expressed positiveness towards girl-students, only about 12% were positive towards boys and about 30% were neutral on this account. The corresponding frequencies for approximately 10% disagreeing teachers were approximately 4%, 1%, and approximately 5%. The pattern of distribution in the group of indefinite teachers (about 6%) was such that about 2% expressed positiveness towards boys, about 1% expressed positiveness towards girls and 3% remained neutral in relation to sex variable of students.

In order to further understand the association between response on statement no.9 and sex based generalized expectations of teachers, specific sub-tables (Table-10.1, 10.2 and 10.3) were derived.





**Table-10.1 : Positive Generalized Teacher Expectations towards Male and Female Students among Teachers and their Agreement and Disagreement on Statement-9\***

<i>Response on Statement-9</i> <i>X</i> <i>Positive Teacher Expectation groups</i>	<i>Agree</i>	<i>Disagree</i>	<i>Total</i>
Boys Positive	41 (22.6)	4 (25.0)	45
Girls Positive	140 (77.4)	12 (75.0)	152
Total	181 (100.0)	16 (100.0)	197

\*Figures in parentheses are percentages

**Table-10.2 : Positive Expectations towards Male or Female students and Sex Neutrality among Teachers Agreeing or Disagreeing with Statement-9**

<i>Response on Statement-9</i> <i>X</i> <i>Teacher Expectation Category</i>	<i>Agree</i>	<i>Disagree</i>	<i>Total</i>
Positive towards any of the two Sex groups	181 (64.8)	16 (50.0)	197
Sex Neutral	98 (35.2)	16 (50.0)	114
Total	279 (100.0)	32 (100.0)	311

\*Figures in parentheses are percentages

**Table-10.3 : Positive Expectations towards Male or Female Students and Agree and Indefinite or Disagree response on Statement-9\***

<i>Response on Statement-9</i> <i>X</i> <i>Positive Teacher Expectation group</i>	<i>Agree</i>	<i>Indefinite or Disagree</i>	<i>Total</i>
Boys Positive	41 (22.6)	11 (40.7)	52
Girls Positive	140 (77.4)	16 (59.3)	156
Total	181 (100.0)	27 (100.0)	208

\*Figures in parentheses are percentages



A look into table-10.1 reveals that percentage frequencies in various cells do not seem to vary much, revealing that teachers who agreed or disagreed with the statement expressed positiveness towards boys or girls in more or less equal numbers (about 23% and 25% respectively in boys positive category and about 77% and 75% in girls positive category). Table-10.2 shows that being positive towards boys or girls interacted to some extent with agreeing or disagreeing with the statement: about 65% of teachers who agreed with the statement tended to favor one or the other group, while only about 35% of them remained neutral. In contrast, among teachers who disagreed with the statement the frequency of being sex-neutral or being positive towards any of the two groups was equal (50%). It reveals that teachers agreeing with the statement tended to be biased favorably towards one of the two sex groups. Table-10.3 throws further light on this aspect and reveals that compared to teachers giving indefinite or disagreeing response on this statement and who expressed positiveness towards girls (approx.59%), the frequency of agreeing and girls-positive teachers was considerably large (approx.77%). Positiveness towards boys was more prevalent among indefinite or disagreeing teachers (approx.41%) than among agreeing teachers (approx. 23%). These patterns indicated that teachers who agreed with the statement have a relatively more likelihood of being girls-positive in their sex-based generalized expectations. About 6% reduction in error is achieved in predicting teacher's generalized sex-based expectation on the basis of his response on this item ( $\lambda\text{-exp}=0.06$ ).

Generalized teacher expectations based on students' caste group were elicited through TEBQ in terms of four caste categories (Refer Table-2). Four teachers were found to be positive towards each of the



Scheduled Caste and Scheduled Tribe groups. Only twelve teachers were found to be positive towards Other Backward Caste group (OBCs). Most of the teachers (approx. 63%) expressed positive expectations towards students of general caste category. Preliminary cross-tabulation of caste group based teacher expectations with various teacher characteristics resulted in a large number of cells having expected frequencies less than five, making computation of Chi-square undesirable. Hence, in order to analyze association between caste group based teacher expectations and different characteristics of teachers, caste group based teacher expectations were regrouped into three categories, viz. general caste positive, others caste positive and caste neutral. These categories were represented by approximately 63%, 6% and 31% teachers respectively. Table-11 presents the results obtained through this analysis.

Table-11 reveals that non-significant Chi-square values were obtained in relation to association between caste group based teacher expectations and teacher characteristics like sex (chi-square=3.52, df=2), age group (Chi-square= 4.23, df=2), teaching experience (Chi-square= 8.04, df=4), study discipline at graduate level (Chi-square= 2.27, df=2), educational status (Chi-square=0.62, df=2) and socio-economic status (Chi-square= 1.15, df=2). Independence of caste group based teacher expectations and teacher attitudes like attitude towards teaching profession (Chi-square= 8.04, df=4), classroom teaching (Chi-square= 1.77, df=4), child centered



Table 11 : Test of Independence between Caste group based Generalized Teacher Expectations and different characteristics of Teachers

S. N	Teacher Characteristics (Groups)	Chi-square	df	S (0.05)	Specific characteristics of the cross-tabulation
1	Teacher attitude towards teaching profession (High, average, low)	8.04	4	NS	- Expected frequency $<5 = 1$ of 9 cells (11.1%)
2	Teacher attitude towards classroom teaching (High, average, low)	1.77	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
3	Teacher attitude towards child centered practices (High, average, low)	3.31	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
4	Teacher attitude towards educational process (High, average, low)	1.78	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
5	Teacher attitude towards pupils (High, average, low)	1.87	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
6	Teacher attitude towards teachers (High, average, low)	3.91	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
7	Teacher attitude :Total (High, average, low)	3.84	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
8	Teacher's Job Satisfaction Level (High, average, low)	2.42	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
9	Educational Status (Graduate, Postgraduate)	0.62	2	NS	Expected frequency $<5 = 1$ of 6 cells (16.7%)
10	Socio-Economic Status group ( Average SES, High SES)	1.15	2	NS	-
11	Teacher's Age group (High, average, low)	4.23	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
12	Teacher's Caste group ( General, others)	21.50	2	S	Expected frequency $<5 = 1$ of 6 cells (16.7%)
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	2.27	2	NS	-
14	Teaching Experience group (High, average, low)	8.04	4	NS	Expected frequency $<5 = 2$ of 9 cells (22.2%)
15	Response on Statement-I (Agree, indefinite, disagree)	4.20	4	NS	Expected frequency $<5 = 1$ of 9 cells (11.1%) (Table-11:Contd )





					Table-11:Contd..)
16	Response on Statement-2 (Agree,indefinite,disagree)	6.78	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
17	Response on Statement-3 (Agree,indefinite,disagree)	12.33	4	S	Expected frequency <5 = 2 of 9 cells (22.2%)
18	Response on Statement-4 (Agree,indefinite,disagree)	2.22	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
19	Response on Statement-5 (Agree,indefinite,disagree)	7.27	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
20	Response on Statement-6 (Agree,indefinite,disagree)	2.69	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
21	Response on Statement-7 (Agree,indefinite,disagree)	6.97	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
22	Response on Statement-8 (Agree,indefinite,disagree)	7.16	4	NS	Expected frequency <5 = 4 of 9 cells (44.4%)
23	Response on Statement-9 (Agree,indefinite,disagree)	4.19	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
24	Response on Statement-10 (Agree,indefinite,disagree)	5.73	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
25	Teacher's Sex group (Male,Female)	3.51	2	NS	Expected frequency <5 = 1 of 6 cells (16.7%)

practices (Chi-square=3.31, df=4), educational process (Chi-square=1.78,df=4), pupils (Chi-square=1.87, df=4), teachers (Chi-square=3.91, df=4), and total attitude (chi-square=3.84, df=4) was brought forth by data analysis. Similarly, caste group based teacher expectations were found to be independent of job satisfaction level of teachers (Chi-square=2.42,df=4). There were also no significant associations between teacher responses on various attitudinal statements included in teacher's personal information schedule and their caste based generalized expectations, except on statement no.3 specifying that "presence of students with unequal abilities in the



class hinders the process of teaching". This Chi-square (Chi-square=12.33, df=4) was significant at 0.05 level. Significant association between caste based teacher expectations and teacher's own caste group was also brought forth (Chi-square=21.50, df=2, Sig. at 0.05 level). In table-12 is shown the distribution of teachers in relation to their caste group membership and the caste group based generalized teacher expectations held by them (n=334, caste information about one teacher not being available).

Table-12 : Caste based Generalized Teacher Expectations and the Caste group of Teachers\*

<i>Teacher's Caste group X Caste group based Expectations</i>	<i>General Caste group</i>	<i>Others Caste group</i>	<i>Total</i>
'Others' Caste Positive	13 (3.9)	7 (2.1)	20 (6.0)
General Caste Positive	190 (56.9)	19 (5.7)	209 (62.6)
Caste Neutral	77 (23.1)	28 (8.4)	105 (31.4)
Total	280 (83.8)	54 (16.2)	334 (100.0)

\*Figures in Parentheses are percentages

Chi-square= 21.50, df= 2, S (0.05)

C = 0.25, Lambda (Exp.)= 0.07

It is evident from table-12 that out of 334 teachers included in this analysis; approximately 84% belonged to general caste group. This group of general caste teachers was constituted of about 4% teachers who were positive towards students belonging to other castes, about 57% who were positive towards students of general castes and about 23% teachers who were neutral in their caste based expectations. About 16% of the teachers included in the analysis belonged to other castes group - approximately 2% of them being positive towards students of other castes group, approximately 6% positive towards students of general castes and approximately 8%



being caste neutral. Thus, only about 5% of teachers belonging to general castes (n=280) were found to be positive towards students of other castes, majority of them being either positive towards students of general castes (approx. 68%), or, being caste neutral (approx. 28%). In contrast, out of teachers belonging to other castes group (n=54), a majority of approximately 52% expressed caste neutrality, approximately 35% were positive towards students of general castes and 13% were positive towards students of other castes category.

The association between caste based generalized expectations and teacher's caste group becomes more clear on deriving sub-tables from table-12. Two such sub-tables (Table-12.1 and 12.2) reveal the nature of association.

Table-12.1 : Positive Expectations towards General and Other Caste students and Teacher's Caste group\*

<i>Teacher's Caste group X Caste based Positive Expectations</i>	<i>General Caste group</i>	<i>'Others' Caste group</i>	<i>Total</i>
'Others' Caste group Positive	13 (6.4)	7 (27.7)	20
General Caste group Positive	190 (95.6)	19 (72.3)	209
Total	203 (100.0)	26 (100.0)	229

\*Figures in parentheses are percentages



**Table-12.2 : Positive Generalized Expectations and Caste Neutrality among Teachers of Different Caste groups\***

<i>Teacher's Caste Group X Teacher Expectation Category</i>	<i>General Caste group</i>	<i>'Others' Caste group</i>	<i>Total</i>
Positive towards any Caste group	203 (72.5)	26 (48.2)	229
Caste Neutral	77 (27.5)	28 (51.8)	105
Total	280 (100.0)	54 (100.0)	334

\*Figures in parentheses are percentages

It is apparent from table-12.1 and 12.2 that more of teachers belonging to general caste category held positive expectations towards students of general caste group (table-12.1: 95.6%) as compared to teachers belonging to other castes group (Table-12.1: 72.3%). In contrast, the frequency of other castes positive teachers was low among teachers of general castes group (Table-12.1: 6.4%) as compared to the teachers of other castes group (Table-12.1: 27.7%). Table-12.2 reveals that as compared to teachers of general caste group (Table-12.2: 27.5%), more of the teachers of other castes were caste neutral (Table-12.2: 51.8%) in their generalized expectations. On the other hand, the tendency of being biased towards one or other group of students was more prevalent among teachers of general castes (Table-12.2: 72.5%) than among teachers of other castes (Table-12.2: 48.2%). This association between caste based teacher expectations and the caste group of teachers was found to be significant (Chi-square= 21.5, df=2, Sig. at 0.05), with a coefficient of contingency equal to 0.25 (Sig. at 0.05). The lambda value calculated for teacher expectations as dependent variable reveals that about 7% reduction in error is achieved when caste based expectations are predicted on the basis of teacher's caste group.





Significant association was found to exist between teacher's response on attitudinal statement-3 and their caste based generalized expectations. Table-13 presents cross-tabulation between the two variables.

Table-13 : Caste based Generalized Teacher Expectations and the response of Teachers on Attitudinal Statement-3\*

Response on Statement-3 X Teacher Expectation Category	Agree	Indefinite	Disagree	Total
'Others' Caste group Positive	16 (4.8)	3 (0.9)	1 (0.3)	20 (6.0)
General Caste group Positive	147 (44.3)	7 (2.1)	54 (16.3)	208 (62.7)
Caste Neutral	65 (19.6)	4 (1.2)	35 (10.5)	104 (31.3)
Total	228 (68.7)	14 (4.2)	90 (27.1)	332 (100.0)

\*Figures in parentheses are percentages

Chi-square = 12.33, df= 4, S (0.05)

C = 0.19, S (0.05)

Lambda (Exp.) = 0.00, Expected frequency <5= 2 of 9 (22.2%)

It is apparent from Table-13 that out of approximately 69% teachers, who agreed with the statement specifying "presence of students with unequal abilities in the class hinders the process of teaching", about 19% expressed caste-neutrality, about 44% expressed positive expectations towards students of general castes and only about five percent were positive towards students of other castes group. Stated in other words, about 65% of these teachers (n=228) were general caste positive and only about 29% percent of them were caste neutral. In contrast, teachers who showed



indefiniteness ( $n=14$ ) or disagreement ( $n=90$ ) with the statement held positive expectations towards general caste students relatively less frequently (50% and 60% respectively). Among the teachers showing indefiniteness towards the statement ( $n=14$ ), positiveness towards students of other castes group was comparatively more frequent (approx. 21%). However, these findings should be interpreted cautiously in view of the fact that more than 20% of the cells in the cross-tabulation had expected frequency less than five. The lambda value for teacher expectation as dependent variable also turned out to be zero, revealing no reduction in error of prediction on the basis of response on statement-3.

Teacher expectations towards groups of students classified on the basis of socio-economic status (SES) were elicited in terms of being high SES positive, middle SES positive, low SES positive and SES neutral. Approximately 28%, 47%, 4% and 21% of teachers were respectively found to be falling into these four categories. Computation of Chi-square values to test independence between SES based teacher expectations and various teacher characteristics revealed that while SES based teacher expectations were not associated with teacher characteristics like their caste group, age, SES, teaching experience, educational status and study discipline at graduate level; significant association existed between this variable and teacher's sex and attitude towards educational process and pupils. Table-14 presents results of this analysis.



**Table 14 : Test of Independence between SES group based Generalized Teacher Expectations and different characteristics of Teachers**

S. N	Teacher Characteristics (Groups)	Chi-square	df	S (0.05)	Specific characteristics of the cross-tabulation
1	Teacher attitude towards teaching profession (High, average, low)	10.89	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
2	Teacher attitude towards classroom teaching (High, average, low)	2.45	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
3	Teacher attitude towards child centered practices (High, average, low)	0.91	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
4	Teacher attitude towards educational process (High, average, low)	13.08	6	S	Expected frequency <5 = 2 of 12 cells (16.7%)
5	Teacher attitude towards pupils (High, average, low)	14.56	6	S	Expected frequency <5 = 2 of 12 cells (16.7%)
6	Teacher attitude towards teachers (High, average, low)	0.51	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
7	Teacher attitude : Total (High, average, low)	5.98	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
8	Teacher's Job Satisfaction Level (High, average, low)	6.87	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
9	Educational Status (Graduate, Postgraduate)	4.89	3	NS	Expected frequency <5 = 1 of 8 cells (12.5%)
10	Socio-Economic Status group ( Average SES, High SES)	6.28	3	NS	-
11	Teacher's Age group (High, average, low)	3.70	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
12	Teacher's Caste group ( General, others)	1.74	3	NS	Expected frequency <5 = 1 of 8 cells (12.5%)
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	3.89	3	NS	Expected frequency <5 = 1 of 8 cells (12.5%)
14	Teaching Experience group (High, average, low)	6.88	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
15	Response on Statement-1 (Agree, indefinite, disagree)	8.71	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
16	Response on Statement-2 (Agree, indefinite, disagree)	5.38	6	NS	Expected frequency <5 = 4 of 12 cells (33.3%)



					Table-14 : Contd...
17	Response on Statement-3 (Agree,indefinite,disagree)	8.07	6	NS	Expected frequency <5 = 4 of 12 cells (33.3%)
18	Response on Statement-4 (Agree,indefinite,disagree)	8.86	6	NS	Expected frequency <5 = 1 of 12 cells (8.3%)
19	Response on Statement-5 (Agree,indefinite,disagree)	8.53	6	NS	Expected frequency <5 = 3 of 12 cells (25.0%)
20	Response on Statement-6 (Agree,indefinite,disagree)	5.18	6	NS	Expected frequency <5 = 1 of 12 cells (8.3%)
21	Response on Statement-7 (Agree,indefinite,disagree)	10.52	6	NS	Expected frequency <5 = 4 of 12 cells (33.3%)
22	Response on Statement-8 (Agree,indefinite,disagree)	1.74	6	NS	Expected frequency <5 = 8 of 12 cells (66.7%)
23	Response on Stetment-9 (Agree,indefinite,disagree)	4.66	6	NS	Expected frequency <5 = 3 of 12 cells (25.0%)
24	Response on Statement-10 (Agree,indefinite,disagree)	6.36	6	NS	Expected frequency <5 = 2 of 12 cells (16.7%)
25	Teacher's Sex group (Male,Female)	10.86	3	S	Expected frequency <5 = 1 of 8 cells (12.5%)

Table-14 shows that the Chi-square value for independence between teacher's sex and their SES based generalized teacher expectations was 10.68, with three degrees of freedom (Sig. at 0.05 level). Chi-square values for SES based teacher expectations and teacher's attitude towards educational process and pupils were, respectively, 13.08 and 14.56, each with six degrees of freedom and each significant at 0.05 level. In table-15 frequency distribution obtained in relation to teacher's sex and their SES based expectations is presented.





Table-15 : SES based Generalized Teacher Expectations and the Sex of Teachers\*

Teacher's Sex group X SES group based Expectations	Female	Male	Total
High SES group Positive	9 (2.7)	83 (24.8)	92 (27.5)
Middle SES group Positive	35 (10.4)	123 (36.7)	158 (47.2)
Low SES group Positive	4 (1.2)	10 (3.0)	14 (4.2)
SES group Neutral	21 (6.3)	50 (14.9)	71 (21.2)
Total	69 (20.6)	266 (79.4)	335 (100.0)

\*Figures in parentheses are percentages, Chi-square = 10.86, df = 3, S (0.05), C = 0.18, Lambda (Exp.) = 0.00 Expected frequency < 5 - 1 of 8 cells (12.5%)

It is evident from table-15 that out of approximately 21% of female teachers, about 10% were middle SES positive, about 6% were SES neutral and about 10% were middle SES positive. The percentage of female teachers in high SES positive category was only about 3%. Among male teachers, who were about 79% of the total sample, about 47% were middle SES positive, about 28% were high SES positive and about 21% were SES neutral. Comparing within group percentages reveals that while about 51% of female teachers (n=69) were middle SES positive, only 46% of male teachers held this attitude. High SES positiveness seems to be more prevalent among male teachers (31.2%) than among female teachers (13%). On the other hand, SES neutrality was more prevalent among female teachers (30.4%) as compared to male teachers (18.8%).

The interaction between SES based expectations and teacher's sex becomes more evident through table-15.1 and 15.2, derived from table-15. Table-15.1 reveals that while about 40% of male teachers were high SES positive, only about 21% of female teachers were



present in this category. In middle SES positive category, the percentage of female teachers (approx. 80%) was more than the percentage of male teachers (approx.60%) in the same category. Table-15.2 reveals that while about 70% of female teachers were positive towards one of the three SES based groups of students, 30% of them were neutral. In contrast, among male teachers while only 19% were SES neutral, a larger percentage (about 81%) of them were biased towards one of the three groups. It is also important to note that though Chi-square and C-values calculated for this interaction were significant even at 0.02 level, the association caused no reduction in error of prediction of expectations on the basis of teacher's sex ( $\lambda\text{-exp.}=0.00$ ).

**Table- 15.1 : Positive Expectations towards High and Middle SES students and Teacher's Sex\***

<i>Teacher's Sex Group X Positive Teacher Expectation group</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
High SES group	9 (20.5)	83 (40.3)	92
Middle SES group	35 (79.5)	123 (59.7)	158
Total	44 (100.0)	206 (100.0)	250

\*Figures in parentheses are percentages

**Table- 15.2 : Positive Generalized Expectations and SES Neutrality among Male and Female Teachers\***

<i>Teacher's Sex Group X Teacher Expectation Category</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Positive towards Any SES group	48 (69.6)	216 (81.2)	264
SES Neutral	21 (30.4)	50 (18.8)	71
Total	69 (100.0)	266 (100.0)	335

\*Figures in parentheses are percentages



Significant Chi-square value was also obtained for the cross-tabulation between teacher's attitude towards educational process and their generalized SES based expectations. Table-16 presents the frequency distribution obtained in this context.

**Table-16 : SES based Generalized Expectations and Teacher's Attitude towards Educational Process\***

<i>Teacher's Attitude Groups (Edu. Process) X SES group based Expectations</i>	<i>Positive Attitude Group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
High SES group Positive	19 (5.7)	59 (17.6)	14 (4.2)	92 (27.5)
Middle SES group Positive	41 (12.2)	87 (26.0)	30 (9.0)	158 (47.2)
Low SES group Positive	5 (1.5)	3 (0.9)	6 (1.8)	14 (4.2)
SES group Neutral	11 (3.3)	43 (12.8)	17 (5.1)	71 (21.2)
Total	76 (22.7)	192 (57.3)	67 (20.0)	335 (100.0)

\*Figures in parentheses are percentages  
 Chi-square = 13.08, df = 6, S (0.05)  
 C = 0.19, S (0.05), Lambda (exp.) = 0.00,  
 Expected frequency < 5 - 2 of 12 (16.7%)

It is apparent from table-16 that of the teachers holding positive attitude towards educational process (22.7%), about 12% were middle SES positive and about 6% were high SES positive. About two and three percent of these teachers were, respectively, low SES positive and SES neutral. Of the teachers who held average level of attitudes towards educational processes (57.3%), about 26% were middle SES positive, about 18% were high SES positive, about 13% were SES neutral and only about one percent were low SES positive. Among the teachers holding negative attitudes (20%), 9% were middle SES positive, about 4% were high SES positive, about 2%



were low SES positive and about 5% were SES neutral. The picture becomes clearer on comparing percentages based on three attitudinal groups. Thus, while about 25% and 22% of teachers of average and negative attitude groups were SES neutral, only about 15% of teachers holding positive attitudes were in this category. Positiveness towards students of middle SES group was more prevalent among teachers holding positive attitudes (53.9%) than among teachers holding average (45.3%) and negative attitudes. Regrouping of table-16 as table 16.1 and 16.2 throw further light on this aspect.

**Table-16.1 : Positive Generalized Expectations, SES Neutrality and Teacher's Attitude towards Educational Process\***

<i>Teacher's Attitude Group (Edu. Process) X Teacher Expectation Category</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive towards Any SES group	65 (85.5)	149 (77.6)	50 (74.6)	264
SES Neutral	11 (14.5)	43 (22.4)	17 (25.4)	71
Total	76 (100.0)	192 (100.0)	67 (100.0)	335

\*Figures in parentheses are percentages





**Table- 16.2 : Positive Expectations towards different SES groups, SES Neutrality and Attitude towards Educational Process\***

<i>Teacher's Attitude Group (Edu. Process) X Teacher Expectation Category</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive towards High and Low SES groups	24 (31.6)	62 (32.3)	20 (29.9)	106
Positive towards Middle SES group	41 (53.9)	87 (45.31)	30 (44.8)	158
SES Neutral	11 (14.5)	43 (22.4)	17 (25.4)	71
Total	76 (100.0)	192 (100.0)	67 (100.0)	335

\*Figures in the parentheses are percentages

Sub-table 16.1 shows that while SES neutrality was more or less equally prevalent among teachers of average and negative attitude groups, only about 15% of teachers holding positive attitudes were SES neutral. About 86% of teachers holding positive attitude towards educational processes was found to be positive towards any one of the three SES groups. On the other hand, positiveness towards the three groups was more or less equally prevalent among teachers belonging to average and negative attitude groups. Teachers holding positive attitude towards educational processes more often tended to be favoring one or other SES group of students. In table-16.2 teachers holding positive expectations towards middle SES group have been compared with teachers holding SES neutrality or positiveness towards high and low SES groups. It reveals that positiveness towards high and low SES groups of students was more or less equally prevalent among teachers holding positive, average and negative attitude towards educational process. On the other hand, frequencies tended to differ in the case of positiveness towards



middle SES students: about 54% teachers of positive teacher attitude group were found to be middle class positive, as compared to about 45% of average and negative attitude groups. It seems that teachers holding more positive attitude towards educational processes tend to be more positive towards students belonging to middle SES group. In this connection it is also pertinent to see that attitude towards educational process dimension of TAI (Ahluwalia, 1978) included items like "students should be given freedom to learn as they desire", "students learn more through love than punishment", "no single method of teaching is suitable for each and every student", "learning is influenced by the environment present around the school", and "for effective learning good relationships between teacher and students are a must". Negative items on this dimension included statements like "older methods of teaching were better than the methods adopted these days", "group work does not develop the feeling of co-operation among students", "and, " a good teacher does not require aids like diagrams, maps etc.". It has been found that teachers scoring higher than others (above Q3) on these and similar attitudinal items tend to be more frequently positive towards students belonging to middle SES group. However, teacher attitude seem to be weak predictor of generalized SES based teacher expectations ( $\lambda_{\text{exp}}=0.00$ ), while vice-versa is more true ( $\lambda_{\text{attitude}}=0.02$ ).

Teacher's attitude towards pupils has been found to be associated with their SES based generalized teacher expectations. Attitude towards pupils was measured through positive and negative items like "students are generally faithful", "students do not mix with each other", "these days students do not obey their teachers", "students remain disciplined only in the school", "... ..should not be given freedom to ask questions", "students can do anything to get



through the examinations”, and “most of the students do not respect their teachers”. Teachers were classified into positive, average and negative attitude groups on the basis of quartile cleavage, and cross-tabulation of their attitudinal group with their SES based generalized expectation was undertaken. Table-17 presents results of this analysis.

Table-17 : SES based Generalized Expectations and Teacher's Attitude towards Pupils\*

<i>Teacher's Attitude group (Pupils)</i> <i>X</i> <i>SES group based Teacher Expectations</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
High SES group Positive	17 (5.1)	64 (19.1)	11 (3.3)	92 (27.5)
Middle SES group Positive	31 (9.3)	88 (26.3)	39 (11.6)	158 (47.2)
Low SES group Positive	4 (1.2)	7 (2.1)	3 (0.9)	14 (4.2)
SES group Neutral	19 (5.7)	30 (9.0)	22 (6.6)	71 (21.2)
Total	71 (21.2)	189 (56.4)	75 (22.4)	335 (100.0)

\*Figures in parentheses are percentages  
 Chi-square = 14.56, df = 6, S (0.05)  
 C = 0.20, S (0.05), Lambda (Exp.)= 0.00  
 Expected frequency < 5 -2 of 12 (16.7%)

It is evident from table-17 that of the total sample (n=335) about 21% teachers held positive attitudes. Of these 21% teachers, about 9% were middle SES positive, about 5% were high SES positive and about 6% were SES neutral. Among teachers holding average level of attitude towards pupils (56.4%), about 26% were middle SES positive, about 19% were high SES positive and about 9% were SES neutral. In the group of teachers with negative attitude towards pupils, about 12% were middle SES positive, about 3% were high SES positive and about 7% were SES neutral. The percentage of teachers belonging to the three attitudinal groups and showing



positive expectations towards low SES students was relatively low (ranging between .9 to 2%).

Comparison of frequencies of teachers of the three attitudinal groups in different categories of teacher expectations reveals that while about 27% of teachers holding positive attitude and about 29% of teachers holding negative attitude were SES neutral, only about 16% of teachers holding average attitude were SES neutral. Positiveness towards students of low SES group was relatively more prevalent among teachers holding positive attitude (approx. 7%) than among teachers holding negative (4%) and average attitude (3.7%). Teachers holding negative attitude towards pupils were found to be relatively more frequently middle SES positive (52%), as compared to teachers holding positive (approx. 44%) and average (approx. 47%) attitude. Positiveness towards students of high SES group was relatively more frequent among teachers holding average level of attitude (approx. 34%) than among teachers holding positive (approx. 24%) and negative (approx. 15%) attitudes. The interaction between teacher attitude towards pupils and their generalized expectations towards various SES based groups of students becomes more clear through regrouping the tabulation presented in table-17 (table-17.1 and 17.2).





Table-17.1 : Positive Generalized Expectations, SES Neutrality and Teacher's Attitude towards Pupils\*

<i>Teacher's Attitude group (Pupils) X Teacher Expectation category</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive Expectations Towards any SES group	52 (73.2)	159 (84.1)	53 (70.7)	264
SES Group Neutral	19 (26.8)	30 (15.9)	22 (29.3)	71
Total	71 (100.0)	189 (100.0)	75 (100.0)	335

\*Figures in parentheses are percentages

Table-17.2 : Positive Generalized Expectations towards different groups, SES Neutrality and Teacher's Attitude towards Pupils\*.

<i>Teacher's Attitude group (Pupils) X Teacher Expectation category</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive Expectations towards High and Middle SES groups	48 (67.6)	152 (80.4)	50 (66.7)	250
Low SES group	4 (5.6)	7 (3.7)	3 (4.0)	14
Positive SES Group Neutral	19 (26.8)	30 (15.9)	22 (29.3)	71
Total	71 (100.0)	189 (100.0)	75 (100.0)	335

\*Figures in parentheses are percentages

It is evident from table-17.1 that the frequency of teachers holding average attitude and showing SES neutrality was relatively low (approx. 16%) as compared to teachers in the same category but holding different attitudes (Positive attitude- 26.8%; negative



attitude- 29.3%). It is also apparent that while teachers holding positive and negative attitudes towards pupils expressed positive expectations towards any of the three SES groups in more or less equal frequencies, teachers with average level of attitudes were more in this category (approx. 84%). This shows that the tendency to be biased in relation to different SES groups was relatively more prevalent among teachers holding average level of attitude towards pupils: these teachers tended to be relatively more often biased towards high and middle SES groups of students.

Previous academic achievement group based generalized teacher expectations were also surveyed in the study. Two groups of previous academic achievement were considered in this context. These were high previous academic achievement group and low previous academic achievement group. About 72% of teachers were found to hold positive expectations towards students with high level of previous academic achievement, while only 17% of them expressed neutrality in this context. These previous academic achievement based generalized teacher expectations were cross-tabulated with various teacher characteristics. Table-18 presents results of this analysis. It shows that previous achievement group based generalized teacher expectations are independent of teacher characteristics like their caste group, age group, teaching experience group, educational status and study discipline at graduate level. Previous achievement group based generalized teacher expectations were also found to be independent of teacher's SES group, job-satisfaction level and their attitudes towards teaching profession, classroom teaching, child centered practices and educational process. Similarly, no association was found to exist between teacher's response on nine attitudinal items, including items that specify that "there are certain students in each class who are impossible to be educated", "it is erroneous to expect from teacher that he/she will teach equally to all the students",

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Table 18 : Test of Independence between Previous Achievement group based Generalized Teacher Expectations and different characteristics of Teachers

S. N	Teacher Characteristics (Groups)	Chi-square	df	S (0.05)	Specific characteristics of the cross-tabulation
1	Teacher attitude towards teaching profession (High, average, low)	7.92	4	NS	-
2	Teacher attitude towards classroom teaching (High, average, low)	1.28	4	NS	-
3	Teacher attitude towards child centered practices (High, average, low)	2.07	4	NS	-
4	Teacher attitude towards educational process (High, average, low)	7.89	4	NS	-
5	Teacher attitude towards pupils (High, average, low)	9.95	4	S	-
6	Teacher attitude towards teachers (High, average, low)	12.62	4	S	-
7	Teacher attitude :Total (High, average, low)	11.60	4	S	-
8	Teacher's Job Satisfaction Level (High, average, low)	3.22	4	NS	-
9	Educational Status (Graduate, Postgraduate)	0.65	2	NS	-
10	Socio-Economic Status group ( Average SES, High SES)	0.01	2	NS	-
11	Teacher's Age group (High, average, low)	3.73	4	NS	-
12	Teacher's Caste group ( General, others)	0.35	2	NS	-
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	1.50	2	NS	-
14	Teaching Experience group (High, average, low)	2.37	4	NS	-
15	Response on Statement-1 (Agree, indefinite, disagree)	7.44	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
16	Response on Statement-2 (Agree, indefinite, disagree)	10.82	4	S	Expected frequency <5 = 2 of 9 cells (22.2%)
17	Response on Statement-3 (Agree, indefinite, disagree)	1.60	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%) (Table-18 : Contd..)



					Table-18 :Contd...
18	Response on Statement-4 (Agree,indefinite,disagree)	3.45	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
19	Response on Statement-5 (Agree,indefinite,disagree)	3.33	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
20	Response on Statement-6 (Agree,indefinite,disagree)	7.65	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
21	Response on Statement-7 (Agree,indefinite, disagree)	3.31	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
22	Response on Statement-8 (Agree,indefinite,disagree)	2.23	4	NS	Expected frequency <5 = 4 of 9 cells (44.4%)
23	Response on Stetment-9 (Agree,indefinite,disagree)	5.48	4	NS	Expected frequency <5 = 3 of 9 cells (33.3%)
24	Response on Statement-10 (Agree,indefinite,disagree)	2.75	4	NS	Expected frequency <5 = 3 of 9 cells (33.3%)
25	Teacher's Sex group (Male,Female)	6.00	2	S	-

“teaching behaviors of teachers get influenced by the socio-economic background of students”, “the educational potential of students may be judged through their behavior, appearance and social background”, “it is impossible to behave in the classroom to satisfy specific needs of differing students”, “instead of trying to teach equally to all the students, it is more appropriate for a teacher to teach well to students with ability and interest”, “on the basis of his/her experience a teacher can identify good and bad students”, “long experience of teacher provides him/her an ability to know about students’ interest in studies just by looking at them”, and “there is nothing wrong if in view of his/her opinion a teacher pays more attention towards some of the students of the class”. Table-18 also reveals that significant association also exists between previous academic achievement group based generalized teacher expectations and teacher characteristics like their sex, attitude towards pupils,





teachers and total attitude, and their response on statement-2. Table-19 presents distribution of teachers in relation to their previous achievement group based expectations and sex.

**Table-19 : Previous Achievement group based Generalized Expectations and Teacher's Sex group\***

<i>Teacher's Sex X Previous achievement group based teacher expectations</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
High Previous Achievement group Positive	42 (12.5)	199 (59.4)	241 (71.9)
Low Previous Achievement group Positive	9 (2.7)	28 (8.4)	37 (11.0)
Previous Achievement group Neutral	18 (5.4)	39 (11.6)	57 (17.0)
Total	69 (20.6)	266 (79.4)	335 (100.0)

\*Figures in parentheses are percentages

Chi-square = 5.60, df= 2, S (0.05)

C= 0.13, S (0.05), Lambda (Exp.)= 0.00

Table-19 shows that out of about 79% male teachers, about 59% were high previous achievement group positive, about 8% were low previous achievement group positive and about 12% were achievement group neutral. Only about 21% of teachers included in the sample were females. These female teachers included about 13% who were high achievement group positive, about 3% who were low achievement group positive and about 5% teachers who were achievement group neutral. Comparing frequencies of male and female teachers holding different expectations reveals that more of the male teachers (74.8%) were high previous achievement group positive as compared to female teachers (60.9%); more of female teachers (13%) were low previous achievement group positive as compared to male teachers (10.5%); and more of female teachers were previous achievement group neutral (26.1%) as compared to



male teachers (14.7%). The interaction between teacher's sex and their achievement group based expectations becomes more evident through regrouping the data presented in table-19. Table-19.1 and 19.2 present this regrouping.

Table-19.1: Positive Generalized Expectations towards High and Low Previous Achievement Groups and Teacher's Sex \*

Teacher's Sex X Teacher expectation Category	Female	Male	Total
High Previous Achievement group Positive	42 (82.4)	199 (87.7)	241
Low Previous Achievement group Positive	9 (17.6)	28 (12.3)	37
Total	51 (100.0)	227 (100.0)	278

\*Figures in parentheses are percentages

Table-19.2 : Positive Generalized Expectations towards different Previous Achievement Groups, Previous Achievement group Neutrality and Sex of the Teacher\*

Teacher's Sex X Teacher expectation Category	Female	Male	Total
Positive towards High and Low Previous Achievement groups	51 (73.9)	227 (85.3)	278
Previous Achievement group Neutral	18 (26.1)	39 (14.7)	57
Total	69 (100.0)	266 (100.0)	335

\*Figures in parentheses are percentages

It is evident from table-19.1 that more of the male teachers held positive expectations towards high previous achievement group (approx.88%), as compared to female teachers (approx.82%). In contrast, more of the female teachers were low previous achievement group positive (approx.18%) as compared to male teachers (approx.12%). Table-19.2 reveals that the tendency to be positive



towards different previous achievement groups of students was more prevalent among male teachers (approx.85%) than among female teachers (approx.74%). Female teachers, on the other hand, tended to be previous achievement group neutral more frequently (approx.26%), as compared to male teachers (approx.15%). The Chi-square value obtained for association between teacher's sex and their previous achievement group based generalized expectations was found to be significant (Chi-square=5.60, df=2, sig. at 0.05 level), with related coefficient of contingency being equal to 0.13. However, lambda value for teacher expectations as dependent variable turned out to be zero, revealing that the association added very little in predicting previous achievement group based teacher expectations on the basis of teacher's sex.

Table-20 presents analysis of teachers' previous achievement group based generalized expectations in relation to their attitude towards pupils.

Table-20 : Previous Achievement group based Generalized Expectations and Teacher's Attitude towards Pupils\*

<i>Teacher's Attitude group (Pupils)</i> <i>X</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
<i>Previous Achievement group based Expectations</i>				
High Previous Achievement group Positive	51 (15.2)	144 (43.0)	46 (13.7)	241 (71.9)
Low Previous Achievement group Positive	4 (1.2)	21 (6.3)	12 (3.6)	37 (11.0)
Previous Achievement group Neutral	16 (4.8)	24 (7.2)	17 (5.1)	57 (17.0)
Total	71 (21.2)	189 (56.4)	75 (22.4)	335 (100.0)

\*Figures in parentheses are percentages, Chi-Square = 9.95, df= 4, S (0.05)  
C = 0.17, S (0.05), Lambda (exp.)= 0.00



Table-20 shows that out of about 21% teachers who held positive attitude towards pupils, about 15% were high previous achievement group positive, about 5% were achievement group neutral and only about 1% were low achievement group positive. Among the teachers holding average attitude towards pupils (56.4%), about 43% were high previous achievement group positive, about 6% were low previous achievement group positive and about 7% were previous achievement group neutral. About 22% teachers who held negative attitude towards pupils included about 14% teachers who were positive towards high previous achievement group, about 4% teachers who were positive towards low previous achievement group and about 5% teachers who were neutral in this context.

Comparison of previous achievement group based expectations across various attitude towards pupils groups of teachers, revealed that while about 23% each of high and low teacher attitude groups were previous achievement neutral in their expectations, only about 13% of teachers holding average level of attitude towards pupils belonged to this category. High expectations towards students belonging to high previous achievement group were expressed by about 76% and about 72% teachers belonging respectively to average and high attitude groups, while only about 61% of teachers holding negative attitude towards pupils expressed positive expectations towards this group. In contrast to teachers holding average and negative attitude towards pupils and showing positive expectations towards students of low previous achievement group (11.1% and 16.0% respectively), only about 6% of teachers holding positive attitude towards pupils were also low previous achievement group positive.





The association between teacher attitude towards pupils and their previous achievement group based generalized expectations becomes clearer through regrouping table-20 as shown in table 20.1, 20.2 and 20.3.

**Table-20.1 : Positive Generalized Expectations towards High and Low Previous Achievement groups, Previous Achievement group Neutrality and Teacher's Attitude towards Pupils\***

<i>Teacher's Attitude group (Pupils) X Teacher Expectation category</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive towards high and low previous achievement groups	55 (77.5)	165 (87.3)	58 (77.3)	278
Previous Achievement group Neutral	16 (22.5)	24 (12.7)	17 (22.7)	57
Total	71 (100.0)	189 (100.0)	75 (100.0)	335

\*Figures in parentheses are percentages

**Table-20.2 : Generalized Teacher Expectations and Teacher's Attitude towards Pupils (Regrouped Categories)\***

<i>Teacher's Attitude group X Teacher Expectation Category</i>	<i>Positive and Negative Attitude Groups</i>	<i>Average Attitude Group</i>	<i>Total</i>
High Previous Achievement group Positive	97 (66.4)	144 (76.2)	241
Low Previous Achievement group Positive	16 (11.0)	21 (11.1)	37
Previous Achievement Group Neutral	33 (22.6)	24 (12.7)	57
Total	146 (100.0)	189 (100.0)	335

\*Figures in parentheses are percentages



Table-20.3 : Positive Expectations towards High or Low Previous Achievement group, Previous Achievement group Neutrality and Teacher Attitude towards Pupils (Regrouped Categories)\*

<i>Teacher's Attitude group X Teacher Expectation Category</i>	<i>Positive and Negative Attitude groups</i>	<i>Average Attitude group</i>	<i>Total</i>
Positive towards High or Low Previous Achievement group	113 (77.4)	165 (87.3)	278
Previous Achievement Group Neutral	33 (22.6)	24 (12.7)	57
Total	146 (100.0)	189 (100.0)	335

\*Figures in the parentheses are percentages

Table-20.1 reveals that while teachers holding positive and negative attitude towards pupils held previous achievement group neutrality in almost equal frequency, teachers holding average level of attitude towards pupils were relatively less in frequency in previous achievement neutral category. Table-20.2 throws further light on this aspect and reveals that while about 76% teachers of average attitude group were high previous achievement group positive, only about 66% teachers of high and low group held this expectation. Neutrality towards previous achievement group of teachers was found to be more frequent among teachers holding positive and negative attitudes towards pupils (22.6%) than among teachers holding average attitude (12.7%). Table-20.3 reveals that the tendency to remain positively biased towards one or the other group was more prevalent among teachers of average attitude group (87.3%) than among teachers holding positive or negative attitudes (77.4%). Neutrality seems to be more prevalent among teachers holding extreme attitudes than among teachers holding average attitudes.



Although the association between teacher attitude towards pupils and previous achievement group based generalized expectations was significant (Chi-square=9.95,  $df=4$ , Sig. at 0.05 level, with contingency coefficient= 0.17) the lambda value with expectations as dependent variable was zero.

Attitude towards teachers was also found to be associated with previous achievement group based generalized teacher expectations (Chi-square=12.62,  $df=4$ , Sig. at 0.05,  $C=0.19$ , Sig. at 0.05). Included in this dimension of teacher attitude were positive and negative items like "everyone respects teachers", "people do not devalue teachers", "everyone pays attention to what a teacher says", "teachers are leaders of the nation", "teachers are not free to express themselves", "people laugh at teachers", "generally teachers have a tendency to boast", "teachers do not determine the ethical norms for nation", "teachers are not humorous", "teachers remain unable to satisfy bright students", and "a person should not dream to become teacher". Cross-tabulation of groups of teachers showing different levels of attitude towards teachers and previous achievement group based generalized expectations held by them is presented in table-21.

It is evident from table-21 that out of about 72% teachers who expressed positive expectations towards high previous achievement group of students, about 17% held positive attitude towards teachers, about 40% held average attitude and about 14% held negative attitude towards teachers. The 11% of teachers expressing positiveness towards students with low previous achievement group of students was consisted of about 2% teachers holding positive attitude, about 4% teachers holding average attitude and about 5% teachers holding negative attitude. Of the 17% of teachers who held neutrality in their generalized expectations in relation to previous achievement group, about 3% held positive attitude, about 9%



average attitude and about 5% negative attitude towards teachers. Comparing percentages across attitude groups reveals clearer picture. Thus, out of teachers who held positive attitude towards teachers ( $n=75$ ), about 77% were high previous achievement group positive, about 11% were low previous achievement group positive and 12% were previous achievement group neutral. More or less similarly, out of teachers who held average attitude towards teachers ( $n=178$ ), about 75% were high achievement group positive, about 7% were low previous achievement group positive and about 17% were previous achievement group neutral. In contrast, only about 59% of teachers of negative teacher attitude group ( $n=82$ ) were positive towards high previous achievement group, while about 20% of them were low achievement group positive and 20% of them expressed neutrality in this context. Evidently, less number of teachers holding negative attitude towards teachers were found to hold positive expectations towards high previous achievement group of students.

**Table-21 : Previous Achievement group based Generalized Expectations and Teacher's Attitude towards Teachers\***

<i>Teacher's Attitude Group (Teachers) X Previous Achievement group based Expectations</i>	<i>Positive Attitude Group</i>	<i>Average Attitude Group</i>	<i>Negative Attitude group</i>	<i>Total</i>
High Previous Achievement group Positive	58 (17.3)	135 (40.3)	48 (14.3)	241 (71.9)
Low Previous Achievement group Positive	8 (2.4)	13 (3.9)	16 (4.8)	37 (11.0)
Previous Achievement group Neutral	9 (2.7)	30 (9.0)	18 (5.4)	57 (17.0)
Total	75 (22.4)	178 (53.1)	82 (24.5)	335 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 12.60,  $df=4$ ,  $S(0.05)$

$C=0.19$ ,  $S(0.05)$ ,  $\Lambda(Exp.)=0.00$





The association between teacher's attitude towards teachers and previous achievement group based generalized expectations becomes more clear through deriving regrouped tables in the manner shown in table-21.1, 21.2 and 21.3.

**Table-21.1 : Positive Expectations towards High or Low Previous Achievement Groups, Previous Achievement Group Neutrality and Teacher's Attitude towards Teachers\***

<i>Teacher's Attitude Group (Teachers) X Teacher Expectation Category (Regrouped)</i>	<i>Positive Attitude Group</i>	<i>Average Attitude Group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive towards High or Low Previous Achievement group	66 (88.0)	148 (83.1)	64 (78.0)	278
Previous Achievement Group Neutral	9 (12.0)	30 (16.9)	18 (22.0)	57
Total	75 (100.0)	178 (100.0)	82 (100.0)	335

\*Figures in the parentheses are percentages

**Table-21.2 : Generalized Teacher Expectations and Teacher's Attitude towards Teachers (Regrouped Categories)\***

<i>Teacher's Attitude Group (Regrouped) X Teacher Expectation Category</i>	<i>Positive and Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
High Previous Achievement group	193 (76.3)	48 (58.5)	241
Positive Low Previous Achievement group	21 (8.3)	16 (19.5)	37
Positive Previous Achievement group	39 (15.4)	18 (22.0)	57
Neutral Total	253 (100.0)	82 (100.0)	335

\*Figures in the parentheses are percentages



Table- 21.3 : Positive Teacher Expectations towards High or Low Previous Achievement group, Previous Achievement group Neutrality and Teacher's Attitude towards Teachers (Regrouped Categories)\*

<i>Teacher's Attitude group(Regrouped) X Teacher Expectation Category(Regrouped)</i>	<i>Positive And Average Attitude groups</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive towards high or low previous achievement groups	214 (84.6)	64 (78.0)	278
Previous Achievement group Neutral	39 (15.4)	18 (22.0)	57
Total	253 (100.0)	82 (100.0)	335

\*Figures in the parentheses are percentages

It is evident from table-21.1 that while a comparable percentage of teachers holding positive (88%) and average (83.1%) attitude towards teachers either favored high or low previous achievement groups, only 12% and about 17% of them, respectively, were previous achievement group neutral. On the other hand, a relatively low percentage of teachers (78%) holding negative attitude were biased on the basis of previous achievement and a relatively higher proportion of them (22%) were neutral. Table-21.2 emphasizes this point more clearly. Clubbing teachers holding positive and average level of attitude towards teachers, it was found that while about 76% of them were positive towards high previous achievement group of students, only about 59% of teachers with negative attitude belonged to this category. More of the teachers holding negative attitudes were either low previous achievement group positive (19.5%) or previous achievement group neutral (22.0%). Table-21.3 reveals that teachers holding positive to average level of attitude towards teachers harbor a tendency to be biased in favor of high or low previous achievement groups relatively more frequently (84.6%) as compared to teachers



holding negative attitude towards teachers. Thus, association between previous achievement group based generalized teacher expectations is significant. Lambda calculated for expectations as dependent variable was found to be very low (0.00). However, this association adds to the predictability of teacher attitude towards teachers on the basis of expectations expressed by them to some extent (Lambda-attitude=0.02).

Teacher's total attitude, i.e. sum of teacher's attitude towards teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers, was also found to be significantly associated with previous achievement group based generalized expectations held by teachers (Chi-square=11.60, df=4, sig. at 0.05 level; C=0.18, Sig. at 0.05 level). Data presented in table-22 show distribution of teachers in relation to these variables.

Table-22 : Previous Achievement group based Generalized Expectations and Teacher's Total Attitude\*

<i>Teacher's Attitude group (Total Attitude) X Previous Achievement group based Expectations</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
High Previous Achievement group Positive	63 (18.8)	130 (38.8)	48 (14.3)	241 (71.9)
Low Previous Achievement group Positive	6 (1.8)	15 (4.5)	16 (4.8)	37 (11.0)
Previous Achievement group Neutral	14 (4.2)	25 (7.5)	18 (5.4)	57 (17.0)
Total	83 (24.8)	170 (50.7)	82 (24.5)	335 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 10.60, df= 4, S (0.05)

C = 0.18, S (0.05)

Lambda (Exp.)= 0.00



It is evident from table-22 that of the 72% teachers who held positive expectations towards students of high previous achievement group, about 19% belonged to positive total attitude group, about 39% percent belonged to average total attitude group and about 14% belonged to negative attitude group. The composition of low previous achievement group positive teachers (11%) included about 2% teachers with positive attitude, about 5% teachers with average attitude and, similarly, about 5% teachers who held negative attitude. Seventeen percent teachers were previous achievement group neutral and included about 4% teachers with positive total attitude, about 8% teachers with average total attitude and about 5% teachers with negative total attitude. It is also evident that while about 76% and 77% teachers of respectively high and average teacher attitude group were positive towards high previous achievement group, relatively less number of teachers (59% approx.) of negative teacher attitude group belonged to this category. There also existed a difference in the percent frequency of teachers holding positive, average and negative total attitude in low previous achievement group positive category. Here also while the percentages were more or less equivalent in the case of positive and average attitude teachers (7.2 and 8.8% respectively), in the case of teachers with negative total attitude it was considerably higher (approx. 20%). This pattern of more or less similar frequency in the case of teachers with positive and average attitude and differing frequency in the case of teachers with negative attitude also existed in previous achievement group neutral category.

Table-22.1 to 22.3 throw further light on the association between teacher's total attitude and previous achievement group based generalized expectations held by them.





**Table-22.1 : Positive Expectations towards High or Low Previous Achievement group, Previous Achievement group Neutrality and Teacher's Total Attitude\***

<i>Teacher's Attitude group (Total Attitude) X Teacher Expectation Category (Regrouped)</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
Positive towards High or Low Previous Achievement group	69 (83.1)	145 (85.3)	64 (78.0)	278
Previous Achievement group Neutral	14 (16.9)	25 (14.7)	18 (22.0)	57
Total	83 (100.0)	170 (100.0)	82 (100.0)	335

\*Figures in the parentheses are percentages

**Table-22.2 : Previous Achievement group based Generalized Teacher Expectations and Teacher's Total Attitude (Regrouped Categories)\***

<i>Teacher's Attitude group (Total attitude regrouped) X Teacher Expectation Category</i>	<i>Positive and Average Attitude groups</i>	<i>Negative Attitude groups</i>	<i>Total</i>
High Previous Achievement group	193 (76.3)	48 (58.5)	241
Positive Low Previous Achievement group	21 (8.3)	16 (19.5)	37
Positive Previous Achievement group Neutral	39 (15.4)	18 (22.0)	57
Total	253 (100.0)	82 (100.0)	335

\*Figures in the parentheses are percentages



Table-22.3 : Positive Teacher Expectations towards High or Low Previous Achievement group, Previous Achievement group Neutrality and Teacher's Total Attitude (Regrouped Categories)\*

<i>Teacher's Attitude group (Total Attitude Regrouped)</i> <i>X</i> <i>Teacher Expectation Category (Regrouped)</i>	<i>Positive and Negative Attitude groups</i>	<i>Negative Attitude groups</i>	<i>Total</i>
Positive towards High or Low Previous Achievement groups	214 (84.6)	64 (78.0)	278
Previous Achievement group Neutral	39 (15.4)	18 (22.0)	57
Total	253 (100.0)	82 (100.0)	335

\*Figures in the parentheses are percentages

Table-22.1 shows that while the frequency of being positively biased towards high or low previous achievement groups of students was more or less equal among teachers with positive and average total attitude, it was relatively low in the case of teachers holding negative total attitude. Such teachers with negative total attitude were found to be relatively more in frequency in previous achievement group neutral category. This fact is re-established through data presented in table-22.2. However, it additionally shows that while teachers with positive and average total attitude favored relatively more frequently the students with high previous achievement, their counterparts with negative total attitude were relatively more favorable towards students with low previous achievement. Table-22.3 shows that while 78% of teachers with negative total attitude were biased towards one of the two previous achievement groups, a significantly larger percentage (approx. 85%) of teachers with positive to average attitude belonged to this category. The association



between total teacher attitude and generalized previous achievement group based expectations, though significant at 0.05 level, did not add much to the predictive value of teacher attitude in predicting teacher held expectations ( $\lambda$ -expectations=0.00). On the contrary, approximately one percent reduction in error of prediction is achieved when total teacher attitude is predicted on the basis of teacher expectation categories ( $\lambda$ -attitude=0.01 approx.).

A significant association was found to exist between teacher's previous achievement group based generalized expectations and their response on attitudinal statement-2. This statement specified that it is erroneous to expect from a teacher that he/she will teach equally to all the students. About 28% teachers agreed with this statement, 4% remained indefinite and about 68% disagreed ( $n=332$ ). Cross-tabulation of this response pattern with previous achievement group based generalized teacher expectations is presented in table-23.

Table-23 shows that of the 72% teachers, who held positiveness towards high previous achievement group of students, about 51% disagreed with the statement; while only 19% agreed with it. About 11% of teachers, who were positive towards low previous achievement group of students, distributed themselves in agree, indefinite and disagree categories in respectively about 5%, 1% and 6%. Seventeen percent of teachers expressed previous achievement group neutrality and this group of teachers was constituted of about 4% teachers who agreed with the statement, about 2% teachers who remained indefinite and about 11% teachers who disagreed with it. Among the teachers who disagreed with the statement ( $n=226$ ) about 75% held positive expectations towards high academic achievement



group, while about 69% of teachers who agreed with the statement ( $n=92$ ) held this expectation. Thus, a tendency to be positive towards students of high previous achievement group was found to be relatively more frequent among disagreeing teachers. On the other hand, teachers agreeing with the statement was relatively more often (16.3%) positive towards low previous achievement group as compared to teachers disagreeing with the statement (8.8%). The significant association (Chi-square=10.82,  $df=4$ , sig. at 0.05 level), however, should be interpreted with caution as more than 20% of cells in cross-tabulation presented in table-23 contained expected frequencies less than five.

Table-23 : Previous Achievement group based Generalized Teacher Expectations and the Response of Teachers on Attitudinal Statement-2\*

Teacher's Response on Statement-2 X Previous Achievement group based Expectations	Agree	Indefinite	Disagree	Total
High Previous Achievement group Positive	63 (19.0)	7 (2.1)	170 (51.2)	240 (72.3)
Low Previous Achievement group Positive	15 (4.5)	1 (0.3)	20 (6.0)	36 (10.8)
Previous Achievement group Neutral	14 (4.2)	6 (1.8)	36 (10.8)	56 (16.9)
Total	92 (27.7)	14 (4.2)	226 (68.1)	332 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 10.82,  $df=4$ , S (0.05)

C = 0.18, S (0.05), Lambda (Exp.)= 0.00, Expected frequency <5 – 2 of 9 (22.2%)

The fifth teacher expectation related student characteristic explored in present study was student's age. Two age groups were defined, and teachers were asked to express their academic achievement related expectations towards high and low age groups of





students. These age group based teacher expectations were cross-tabulated with various teacher characteristics to undertake test of independence. In table-24 results obtained in relation to interaction of age group based generalized expectations and various teacher characteristics are presented.

Table-24 shows that age group based generalized teacher expectations were independent of teacher characteristics like their caste group (Chi-square=0.27, df=2, Not Sig. at 0.05 level), educational status (Chi-square=0.76, df=2, Not Sig. at 0.05 level), study discipline at graduate level (Chi-square=0.15, df=2, Not Sig. at 0.05 level), socio-economic status group (Chi-square=1.34, df=2, Not Sig. at 0.05 level), job satisfaction level (Chi-square=3.72, df=4, Not Sig. at 0.05 level) and attitude towards various dimensions (except attitude towards pupils) and total attitude (Chi-square values not significant at respective degrees of freedom). No significant association was also found to exist between teachers' response on statement- 1 to 3 and 6 to 10 and their age group based generalized expectations. However, age group based generalized expectations were found to be significantly associated with teacher's sex group (Chi-square=6.80, df=2, Sig. at 0.05 level), age group (Chi-square=16.02, df=4, Sig. at 0.05 level), experience group (Chi square= 14.44, df=4, Sig. at 0.05 level) and attitude towards pupils (Chi-square=13.92, df=4, Sig. at 0.05 level).



**Table 24 : Test of Independence between Age group based Generalized Teacher Expectations and different characteristics of Teachers**

S. N	Teacher Characteristics (Groups)	Chi-square	df	S (0.05)	Specific characteristics of the cross-tabulation
1	Teacher attitude towards teaching profession (High, average, low)	1.94	4	NS	-
2	Teacher attitude towards classroom teaching (High, average, low)	1.07	4	NS	-
3	Teacher attitude towards child centered practices (High, average, low)	5.75	4	NS	-
4	Teacher attitude towards educational process (High, average, low)	6.08	4	NS	-
5	Teacher attitude towards pupils (High, average, low)	13.92	4	S	-
6	Teacher attitude towards teachers (High, average, low)	1.59	4	NS	-
7	Teacher attitude :Total (High, average, low)	3.14	4	NS	-
8	Teacher's Job Satisfaction Level (High, average, low)	3.72	4	NS	-
9	Educational Status (Graduate, Postgraduate)	0.76	2	NS	-
10	Socio-Economic Status group ( Average SES, High SES)	1.34	2	NS	-
11	Teacher's Age group (High, average, low)	16.02	4	S	-
12	Teacher's Caste group ( General, others)	0.27	2	NS	-
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	0.15	2	NS	-
14	Teaching Experience group (High, average, low)	14.44	4	S	-
15	Response on Statement-1 (Agree, indefinite, disagree)	5.15	4	NS	-
16	Response on Statement-2 (Agree, indefinite, disagree)	1.70	4	NS	Expected frequency < 5 = 2 of 9 cells (22.2%)
17	Response on Statement-3 (Agree, indefinite, disagree)	4.59	4	NS	Expected frequency < 5 = 2 of 9 cells (22.2%) (Table-24 : Contd...)



					(Table-24 : Contd)
18	Response on Statement-4 (Agree,indefinite,disagree)	16.78	4	S	-
19	Response on Statement-5 (Agree,indefinite,disagree)	0.94	4	NS	-
20	Response on Statement-6 (Agree,indefinite,disagree)	4.06	4	NS	-
21	Response on Statement-7 (Agree,indefinite, disagree)	3.24	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
22	Response on Statement-8 (Agree,indefinite,disagree)	0.54	4	NS	Expected frequency <5 = 6 of 9 cells (66.7%)
23	Response on Stetment-9 (Agree,indefinite,disagree)	2.63	4	NS	-
24	Response on Statement-10 (Agree,indefinite,disagree)	6.60	4	NS	-
25	Teacher's Sex group (Male,Female)	6.80	2	S	-

Table-25 presents distribution of teachers' age group based generalized expectations vis-a-vis their sex group.

Table-25 : Age group based Generalized Expectations and Teacher's Sex group\*

Teacher's Sex group X Age group based generalized Expectations	Female	Male	Total
High age group	13 (3.9)	72 (21.5)	85 (25.4)
Positive			
Low Age group	23 (6.9)	111 (33.1)	134 (40.0)
Positive			
Age group	33 (9.9)	83 (24.8)	116 (34.6)
Neutral			
Total	69 (20.6)	266 (79.4)	335 (100.0)

\*Figures in parentheses are percentages

Chi-square = 6.80, df= 2, S (0.05)

C = 0.14, S (0.05), Lambda (Exp.) = 0.05



About 25% of teachers were high age group positive and included about 21% male teachers and about 4% female teachers. Forty percent of the teachers were low age group positive and included about 33% males and about 7% females. The age- group neutral group of teachers (34.6%) was constituted of about 10% female teachers and about 25% male teachers. The data reveal that about 48% of female teachers, in comparison to about 31% of male teachers, were age group neutral in their generalized expectations. Positiveness towards high as well low age group was found to be relatively more frequent among male teachers than among female teachers (Table-25). This can be more explicitly shown through regrouping the data presented in table-25 as shown in table-25.1.

**Table-25.1 : Positive Generalized Expectations towards High or Low Age groups, Age group Neutrality and Sex of the Teacher\***

<i>Teacher's Sex group X Teacher Expectation Category</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
Positive towards High or Low Age groups	36 (52.2)	183 (68.8)	219
Age group Neutral	33 (47.8)	83 (31.2)	116
Total	69 (100.0)	266 (100.0)	335

\*Figures in the parentheses are percentages

It is evident from table-25.1 that about 69% of male teachers, as compared to only 52% of female teachers, were positive towards any of the two age groups. The trend was reverse in the case of age group neutrality, wherein more of female teachers (approx. 48%) were found to be age group neutral than their male counterparts (31% approx.). The association between teachers' sex and their age-group based expectations was significant and about 5% reduction in error is





attained through predicting teacher expectations on the basis of their sex ( $\text{Lambda-expectations}=0.05$ ).

Teachers' age and teaching experience groups were also found to be associated with their age group based generalized expectations. Table-26 presents cross-tabulation of teachers' age group with their age group based generalized expectations.

Table-26 : Age group based Generalized Expectations and Teacher's Age\*

<i>Teacher's Age group X Age group base Generalized Expectations</i>	<i>High Age group</i>	<i>Average Age group</i>	<i>Low Age group</i>	<i>Total</i>
High Age group Positive	32 (9.6)	38 (11.3)	15 (4.5)	85 (25.4)
Low Age group Positive	26 (7.8)	79 (23.6)	29 (8.7)	134 (40.0)
Age group Neutral	25 (7.5)	53 (15.8)	38 (11.3)	116 (34.6)
Total	83 (24.8)	170 (50.7)	82 (24.5)	335 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 16.2, df = 4, S (0.05)

C = 0.21, S (0.05), Lambda (Exp.) = 0.07

Table-26 shows that approximately 25% teachers who were positive towards students of high age group included approximately 10% teachers of high age group, approximately 11% teachers of average age group and only approximately 5% teachers of low age group. The group of teachers positive towards students of low age group (40%) was found to be constituted of about 8% teachers of high age group, about 24% teachers of average age group and about 9% teachers of low age group. About 35% teachers were age group neutral and this group was constituted of about 8% teachers of high age group, about 16% teachers of average age group and about 11%



teachers of low age group. Comparison of percentages of teachers belonging to different age groups reveals that out of 83 teachers belonging to high age group about 39% were high age group positive. This frequency was larger than the frequency of average (22% approx.) and low (18% approx.) age group of teachers adhering to positiveness towards high age group of students.

About 47% teachers of average age group ( $n=170$ ), in comparison to about 31% teachers of high age group ( $n=82$ ), were found to be low age group positive in their generalized expectations. This clearly shows that more of the teachers belonging to average age group were positive towards students of low age group.

Age neutrality seems to be more prevalent among teachers classified into low age group. About 47% teachers of low age group ( $n=82$ ), in comparison to about 31% teachers of average age group ( $n=170$ ) and about 30% teachers of high age group ( $n=83$ ), were found to be age group neutral in their expectations. These trends of frequencies point out that high age group positiveness is relatively more prevalent among teachers with high age, low age group positiveness is relatively more prevalent among teachers with average age and age neutrality is more prevalent among teachers lower in age. The coefficient of contingency ( $C=0.21$ ) found between the two variables was significant at 0.05 level. Prediction of age group based teacher expectations on the basis of their age group reduces about 7% error ( $\text{Lambda-expectations}=0.07$ ), indicating the strength of this relationship.



The variable of age is also related with the variable of length of teaching experience in years: teachers higher in age are more likely to have lengthier teaching experience. In this perspective, it was therefore not surprising to also find a significant association between length of teaching experience and the age group based generalized expectations held by teachers. Table-27 presents the related frequency distribution.

Table-27 : Age group based Generalized Expectations and Teacher's Length of Teaching Experience\*

Teacher's length of teaching experience(groups) <i>X</i> Age group based Generalized Expectations	High group	Average group	Low group	Total
High Age group Positive	32 (9.6)	36 (10.7)	17 (5.7)	85 (25.4)
Low Age group Positive	24 (7.2)	80 (23.9)	30 (9.0)	134 (40.0)
Age group Neutral	24 (7.2)	58 (17.3)	34 (10.1)	116 (34.6)
Total	80 (23.9)	174 (51.9)	81 (24.2)	335 (100.0)

\*Figures in the parentheses are percentages  
Chi-square = 14.44, df = 4, S (0.05)  
C = 0.20, S (0.05), Lambda (Exp.) = 0.06

It is evident from table-27 that out of about 25% of total teachers (n=335) who were high age group positive, about 10% had high length of teaching experience, about 11% had average length of teaching experience and only about 5% teachers had short length of teaching experience. The group of teachers positive towards students of low age group (40% of total teachers) was constituted of about 7% teachers with high length of teaching experience, about 24% teachers with average length of teaching experience and 9% of teachers with



low length of teaching experience. The 34% of teachers of the total sample ( $n=335$ ), who were age group neutral in their generalized age group based expectations, included about 7% teachers from high length of teaching experience group, about 17% teachers from average length of teaching experience group and about 10% teachers from low length of teaching experience group. Comparing within group percentages across different groups of teachers reveals that while 40% of teachers with high length of teaching experience ( $n=80$ ) were positive towards students of high age group, only about 21% teachers of each of average and low length of teaching experience group (respective  $n=174$  and  $81$ ) belonged to this category. Positiveness towards students of low age group was more prevalent among teachers of average length of teaching experience group (46%;  $n=174$ ), than among teachers of high length of teaching experience group (30%;  $n=80$ ) and low length of teaching experience group (37%;  $n=81$ ). On the other hand, neutrality in the context of age group based teacher expectations was found to be more prevalent among teachers of low length of teaching experience (42%;  $n=81$ ) than among teachers of high length of teaching experience group (30%;  $n=80$ ) and average length of teaching experience group (33.3%;  $n=174$ ). This pattern was almost similar to the pattern obtained in relation to teachers' age group. Age and teaching experience group, thus, seem to operate in more or less similar fashion in the context of individual's age-based generalized expectations. The association between length of teaching experience group and age based generalized expectations was found to be significant ( $C=0.20$ ; Sig. at 0.05 level), and lambda value for expectations as dependent variable was approx. 0.06, indicating six percent reduction in error in predicting age based generalized expectations on the basis of teacher's experience group.





Teachers' attitude towards pupils was analyzed in relation to their age based generalized expectations. Table-28 presents cross-tabulation of teachers in relation to these two variables.

Table-28 : Age group based Generalized Expectations and Teacher's Attitude towards Pupils\*

<i>Teacher's Attitude group (Pupils) X Age group based Generalized Expectations</i>	<i>Positive Attitude group</i>	<i>Average Attitude group</i>	<i>Negative Attitude group</i>	<i>Total</i>
High Age group Positive	18 (5.4)	41 (12.2)	26 (7.8)	85 (25.4)
Low Age group Positive	24 (7.2)	91 (27.2)	19 (5.7)	134 (40.0)
Age group Neutral	29 (8.7)	57 (17.0)	30 (9.0)	116 (34.6)
Total	71 (21.2)	189 (56.4)	75 (22.4)	335 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 13.92, df= 4, S (0.05)

C = 0.20, S (0.05), Lambda (Exp.) = 0.08

Table-28 shows that of the 25% teachers who were positive towards students of high age group (n=335), about 5% held positive attitude towards pupils, about 12% were average and about 8% held negative attitude towards pupils. The 40% teachers (n=335) who were positive towards students of low age group included about 7% teachers holding positive attitude, about 27% holding average attitude and about 6% holding negative attitude. Seventeen percent of total teachers expressing neutrality held average attitude towards pupils, and about 9% each held positive and negative attitudes. Table-28 reveals that about 35% of teachers holding negative attitude towards pupils (n=75), in comparison to about 25% teachers holding positive attitude (n=71) and about 22% of teachers holding average attitude (n=189), expressed positiveness towards students of high age group. This shows that positive expectations towards high age group of students tend to be relatively more prevalent among teachers



having negative attitude towards pupils. Positiveness towards low age group of students was found to be relatively more prevalent among teachers holding average attitude towards pupils (approx. 48%,  $n=189$ ) than among teachers holding positive (approx. 34%;  $n=71$ ) and negative (approx. 25%;  $n=75$ ) attitude towards pupils. On the other hand, neutrality in relation to age based expectations was expressed by more or less equal number of teachers holding positive and negative attitude (40% approx.), and only about 30% teachers holding average attitude were found to be age group neutral. This trend of frequencies shows that while high age group positiveness tends to be relatively more prevalent among teachers holding negative attitude towards pupils, low age group positiveness is more prevalent among teachers holding positive to average level of attitude towards pupils. The trend of frequencies also shows that teachers holding average level of attitude towards pupils tend to be age group neutral less frequently than teachers holding positive and negative attitudes are. The association between teacher attitude towards pupils and their age group based generalized expectations is significant (Chi-square= 13.92;  $df=4$ ; Sig. at 0.05 level), with coefficient of contingency equal to 0.20. About 8% of reduction in error is attained when age group based expectations are predicted on the basis of teacher attitude towards pupils.

The statement-4, included in the Personal Information Schedule, specified that "teaching behaviors of the teacher get influenced by the socio-economic background of students". Responses, categorized into three groups (agree, indefinite, disagree), were obtained from teachers. Association between response on this statement and age group based generalized teacher expectations was found to be significant (Chi-square= 16.78,  $df= 4$ , sig. at 0.05 level). Data pertaining to this aspect are presented in table-29.



Table-29 : Age group based Generalized Expectations and Teacher's Response on Attitudinal Statement-4\*

Teacher's Response on Statement-4 X Age group based Generalized Expectations	Agree	Indefinite	Disagree	Total
High age group Positive	51 (15.4)	7 (2.1)	27 (8.1)	85 (25.6)
Low Age group Positive	86 (25.9)	5 (1.5)	42 (12.7)	133 (40.1)
Age group Neutral	48 (14.5)	16 (4.8)	50 (15.1)	114 (34.3)
Total	185 (55.7)	28 (8.4)	119 (35.8)	332 (100.0)

\*Figures in the parentheses are percentages .

Chi-square = 16.78, df = 4, S (0.05)

C = 0.22, S (0.05), Lambda (Exp.) = 0.10

Table-29 shows that out of total respondents in the sample whose responses on statement-4 were available (n=332), about 56% agreed with the statement, about 36% disagreed and only about 8% remained indefinite on this account. Table-29 also shows that out of about 56% teachers who agreed with the statement, about 15% were high age group positive, about 26% were low age group positive and about 15% were age group neutral. Out of about 36% teachers who disagreed with the statement, about 15% were age group neutral, about 13% were low age group positive and only about 8% teachers were high age group positive. About 8% teachers who expressed indefiniteness on the statement, include about 2% high age group positive teachers, about 2% low age group positive teachers and about 5% age group neutral teachers. Comparison of within group percentages clarifies the nature of association between these two variables. Thus, while more or less equal percentage of agreeing, indefinite and disagreeing teachers (agree: 27.6%, indefinite=25.0%, disagree=22.7%) expressed positiveness towards high age group of students, there existed a difference in the percentages of the three



groups of teachers showing low age group positiveness. About 47% of agreeing teachers, in comparison to about 18% of indefinite teachers and about 35% of disagreeing teachers, showed positiveness towards low age group of students. It shows that teachers who believe that various teaching behaviors of the teacher get influenced by socio-economic background of students, more often tend to be low age group positive in their generalized expectations. Neutrality in relation to age group based generalized teacher expectations seems to be more prevalent among teachers who disagree with this statement or express indefiniteness in this context. This finding emerges from the fact that about 42% of disagreeing teachers and about 57% of indefinite teachers expressed age group neutrality. The association between these two variables was significant ( $C=0.22$ ) and about 10% reduction in prediction of teacher's generalized age group based expectations is attained when these predictions are made on the basis of teacher's response on statement-4.

Generalized teacher expectations towards physical attraction group were obtained through defining two student groups on the basis of this variable. Both descriptive definitions and typical examples of physically attractive and unattractive children were provided in TEBQ. About 45% teachers were found to hold positive expectations towards physically attractive children, about 45% showed physical attraction neutrality and only about 10% teachers showed positive expectations towards physically unattractive children. These physical attraction group based teacher expectations were cross-tabulated with various teacher characteristics. Table-30 presents results of data analysis-exploring association between various teacher characteristics and their physical attraction based generalized expectations.





**Table-30 : Test of Independence between Physical Attraction group based Generalized Teacher Expectations and different characteristics of Teachers**

<i>S. N</i>	<i>Teacher Characteristics (Groups)</i>	<i>Chi-square</i>	<i>df</i>	<i>S (0.05)</i>	<i>Specific characteristics of the cross-tabulation</i>
1	Teacher attitude towards teaching profession (High, average, low)	2.26	4	NS	-
2	Teacher attitude towards classroom teaching (High, average, low)	7.81	4	NS	-
3	Teacher attitude towards child centered practices (High, average, low)	2.85	4	NS	-
4	Teacher attitude towards educational process (High, average, low)	3.27	4	NS	-
5	Teacher attitude towards pupils (High, average, low)	8.25	4	NS	-
6	Teacher attitude towards teachers (High, average, low)	4.32	4	NS	-
7	Teacher attitude :Total (High, average, low)	3.83	4	NS	-
8	Teacher's Job Satisfaction Level (High, average, low)	6.53	4	NS	-
9	Educational Status (Graduate, Postgraduate)	0.59	2	NS	-
10	Socio-Economic Status group ( Average SES, High SES)	0.92	2	NS	-
11	Teacher's Age group (High, average, low)	5.21	4	NS	-
12	Teacher's Caste group ( General, others)	2.29	2	NS	-
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	2.54	2	NS	-
14	Teaching Experience group (High, average, low)	2.74	4	NS	-
15	Response on Statement-1 (Agree, indefinite, disagree)	2.17	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
16	Response on Statement-2 (Agree, indefinite, disagree)	2.40	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
17	Response on Statement-3 (Agree, indefinite, disagree)	9.84	4	S	Expected frequency <5 = 1 of 9 cells (11.1%) (Table-30 : Contd..)



					(Table-30 : Contd)
18	Response on Statement-4 (Agree,indefinite,disagree)	6.65	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
19	Response on Statement-5 (Agree,indefinite,disagree)	1.13	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
20	Response on Statement-6 (Agree,indefinite,disagree)	2.89	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
21	Response on Statement-7 (Agree,indefinite, disagree)	9.05	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
22	Response on Statement-8 (Agree,indefinite,disagree)	2.16	4	NS	Expected frequency <5 = 6 of 9 cells (66.7%)
23	Response on Statement-9 (Agree,indefinite,disagree)	7.72	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
24	Response on Statement-10 (Agree,indefinite,disagree)	4.70	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
25	Teacher's Sex group (Male,Female)	8.92	2	S	-

It is evident from table-30 that there was a significant association between physical attraction based generalized expectations held by teachers and teachers' sex (Chi-square=8.92, df=2, Sig. at 0.05 level) and their response on statement-3 (Chi-square= 9.84, df=4, Sig. at 0.05). Physical attraction group based generalized expectations of teachers were found to be independent of their caste group (Chi-square=2.29, df=2, Not Sig. at 0.05 level), age group (Chi-square= 5.21, df=4, Not Sig. at 0.05 level), teaching experience group (Chi-square=2.74, df=4, Not Sig. at 0.05 level), educational status (Chi-square=0.59, df=2, Not Sig. at 0.05 level), study discipline at graduate level (Chi-square= 2.54, df=2, Not Sig. at 0.05 level), and socio-economic status group (Chi-square group= 0.92, df=2, Not Sig. at 0.05 level). No significant association was also found to exist between physical attraction based generalized



expectations of teachers and their attitude towards teaching profession (Chi-square= 2.26, df=4, Not Sig. at 0.05 level), classroom teaching (Chi-square= 7.81, df=4, Not Sig. at 0.05 level), child centered practices (Chi-square=2.85, df=4, Not Sig. at 0.05 level), educational process (Chi-square= 3.27, df=4, Not Sig. at 0.05 level), pupils (Chi-square=8.25, df= 4, Not Sig. at 0.05), teachers (Chi-square= 4.32, df=4, Not Sig. at 0.05 level), total attitude (Chi-square=3.83, df= 4, Not Sig. at 0.05 level) and job satisfaction level (Chi-square= 6.53, df=4, Not Sig. at 0.05 level). Similarly, no significant association was found between teachers' physical attraction based generalized expectations and their response on statement-1 (Chi-square=2.17, df=4, Not Sig. at 0.05 level), statement-2 (Chi-square=2.40, df=4, Not Sig. at 0.05 level), statement-4 (Chi-square=6.65, df=4, Not Sig. at 0.05 level), statement-5 (Chi-square=1.13, df=4, Not Sig. at 0.05 level), statement-6 (Chi-square=2.89, df=4, Not Sig. at 0.05 level), statement-7 (Chi-square=9.05, df=4, Not Sig. at 0.05 level), statement-8 (Chi-square=2.16, df=4, Not Sig. at 0.05 level), statement-9 (Chi-square= 7.72, df=4, Not Sig. at 0.05 level) and statement-10 (Chi-square=4.70, df=4, Not Sig. at 0.05 level).

Table-31 present's frequency distribution of teachers in relation to physical attraction group based generalized expectations held by them and their sex.

Table-31 shows that about 69% teachers of the sample (n=335) were males. Among male teachers, about 38% expressed positive expectations towards attractive children, about 33% expressed physical attraction neutrality and only about 9% expressed positive expectations towards unattractive children. Among female teachers,



who were represented by about 21% teachers in the sample, about 13% were physical attraction neutral, about 6% were physical attraction positive and only about 2% were positive towards unattractive children. Stated as frequencies of different groups of teachers, it is found that out of male teachers (n=266) about 48% were physical attraction positive and their percentage in this category was significantly higher than the percentage of female teachers in the same category (approx. 30%; n=69). The frequency distribution also shows that while frequency of both male and female teachers was more or less equal (about 9% females and about 11% males) in physically unattractive, positive category, a significantly larger frequency of female teachers (approx. 61%, n=69), as compared to male teachers (41%, n=266), were physical attraction neutral in their generalized expectations.

Table- 31 : Physical Attraction group based Generalized Expectations and Teacher's Sex\*

Teacher's Sex X Physical Attraction group based Generalized Expectations	Female	Male	Total
Physical Attraction group Positive	21 (6.3)	128 (38.2)	149 (44.5)
Physical Unattraction group Positive	6 (1.8)	29 (8.7)	35 (10.4)
Physical Attraction Neutral	42 (12.5)	109 (32.5)	151 (45.1)
Total	69 (20.6)	266 (79.4)	335 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 8.92, df=2, S (0.05)

C = 0.16, S (0.05), Lambda (Exp.) = 0.10

It is clear from this pattern of frequencies that generally more physical attraction neutrality in the context of generalized expectations is prevalent among female teachers, while among male teachers a large proportion tends to be physical attraction positive. A





contingency coefficient of 0.16 was observed for association between teacher's sex and his/her physical attraction based generalized expectation. The lambda value computed for expectation as dependent variable (lambda-expectation=0.10) reveals that about 10% reduction in error is attained when physical attraction based expectations are predicted on the basis of teacher's sex.

Significant association was found between physical attraction based generalized expectations of teachers and their response on statement-3 (Table-32).

Table-32 : Physical Attraction group based Generalized Expectations and Teacher's Response on Statement-3\*

Teacher's Response On statement-3 X Physical attraction group based expectations	Agree	Indefinite	Disagree	Total
Physical Attraction group Positive	102 (30.7)	8 (2.4)	38 (11.4)	148 (44.6)
Physical Unattraction group Positive	31 (9.3)	1 (0.3)	3 (0.9)	35 (10.5)
Physical Attraction Neutral	95 (28.6)	5 (1.5)	49 (14.8)	149 (44.9)
Total	228 (68.7)	14 (4.2)	90 (27.1)	332 (100.0)

\*Figures in the parentheses are percentages, Chi-square = 9.84, df= 4, S (0.05)  
C = 0.17, S (0.05), Lambda (Exp.)= 0.05, Expected frequency <5 - 1 of 9 (11.1%)

Table-32 reveals that out of total teachers included in the analysis (n=332) about 69% agreed with the statement specifying that presence of students with unequal abilities in the classroom hinders teaching process. These agreeing teachers included about 31% teachers holding positive expectations towards physically attractive students, about 9% teachers holding positive expectations towards unattractive students and about 29% teachers who expressed



neutrality. The composition of disagreeing teachers (27% approx.) included about 11% teachers who were physical attraction positive, about 1% teachers who were physical unattraction positive and about 15% teachers who were physical attraction neutral. These data reveal that while percentages of agreeing and disagreeing teachers were more or less equal (agree: 45%,  $n=228$ ; Disagree: 42%,  $n=90$ ) in physical attraction positive category, there was large difference between these groups in attraction neutral category. Thus, about 54% of disagreeing teachers were physical attraction neutral while there were only about 42% agreeing teachers who held this expectation. It was also found that a large proportion of indefinite teachers (57% approx.) expressed positiveness towards physically attractive students. The association between physical attraction based generalized expectations and teacher's response on statement-3 was statistically significant and about 5% reduction in error is attained when physical attraction based generalized expectations are predicted on the basis of teacher's response ( $\text{Lambda-expectations}=0.05$ ).

About 39% of the teachers included in the study were found to be positive towards students with positive name stereotypes. In contrast only 5% teachers expressed positive expectations towards students with negative name stereotypes. About 56% teachers of the study expressed name stereotype neutrality in their generalized expectations. Interaction of this variable with different teacher characteristics was analyzed through cross-tabulating teachers' name stereotype based generalized expectations and their various characteristics. Table-33 presents results of the analysis undertaken in this context.

Table-33 shows that there was no association between name stereotype based expectations and teacher characteristics like caste group ( $\text{Chi-square}=2.09$ ,  $\text{df}=2$ , Not Sig. at 0.05 level), age



group (Chi-square=3.26, df=4, Not Sig. at 0.05 level), teaching experience group (Chi-square=3.07, df=4, Not Sig. at 0.05 level), study discipline at graduate level (Chi-square=2.92, df=2, Not Sig. at 0.05 level) and job satisfaction level (Chi-square=0.36, df=4, Not Sig. at 0.05 level). No significant association was also found to exist between name stereotype based expectations and teacher attitudes like attitude towards teaching profession (Chi-square= 4.31, df=4, Not Sig. at 0.05 level), classroom teaching (Chi-square=1.88, df=4, Not Sig. at 0.05 level), child centered practices (Chi-square= 4.87, df=4, Not Sig. at 0.05 level), educational process (Chi-square= 5.29, df=4, Not Sig. at 0.05 level), pupils (Chi-square=1.37, df=4, Not Sig. at 0.05 level), teachers (Chi-square=1.83, df=4, Not Sig. at 0.05 level), and total attitude (Chi-square 4.10, df=4, Not Sig. at 0.05 level). Similarly, no significant association existed between teachers' name stereotype based expectations and their response on statement-1 (Chi-square=1.26, df=4, Not Sig. at 0.05 level), statement-2 (Chi-square=3.66, df=4, Not Sig. at 0.05 level), statement-4 (Chi-square=6.71, df=4, Not Sig. at 0.05 level), statement-5 (Chi-square=5.46, df=4, Not Sig. at 0.05 level), statement-6 (Chi-square=6.87, df=4, Not Sig. at 0.05 level), statement-7 (Chi-square=6.92, df=4, Not Sig. at 0.05 level), statement-8 (Chi-square=2.83, df=4, Not Sig. at 0.05 level), statement-9 (Chi-square=1.72, df=4, Not Sig. at 0.05 level) and statement-10 (Chi-square=1.83, df=4, Not Sig. at 0.05 level). However, significant association was found in relation to teachers' name stereotype based expectations and teachers' sex (Chi-square=8.53, df=2, Sig. at 0.05 level), educational status (Chi-square=8.87, df=2, Sig. at 0.05 level) and their response on statement-3 (Chi-square=11.55, df=4, Sig. at 0.05 level).



**Table-33 : Test of Independence between Name Stereotype group based Generalized Teacher Expectations and different characteristics of Teachers**

S. N	Teacher Characteristics (Groups)	Chi-square	df	S (0.05)	Specific characteristics of the cross-tabulation
1	Teacher attitude towards teaching profession (High, average, low)	4.31	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
2	Teacher attitude towards classroom teaching (High, average, low)	1.88	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
3	Teacher attitude towards child centered practices (High, average, low)	4.87	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
4	Teacher attitude towards educational process (High, average, low)	5.29	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
5	Teacher attitude towards pupils (High, average, low)	1.37	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
6	Teacher attitude towards teachers (High, average, low)	1.83	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
7	Teacher attitude :Total (High, average, low)	4.10	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
8	Teacher's Job Satisfaction Level (High, average, low)	0.36	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
9	Educational Status (Graduate, Postgraduate)	8.86	2	S	Expected frequency <5 = 1 of 6 cells (16.7%)
10	Socio-Economic Status group ( Average SES, High SES)	2.98	2	NS	-
11	Teacher's Age group (High, average, low)	3.26	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
12	Teacher's Caste group ( General, others)	2.00	2	NS	Expected frequency <5 = 1 of 6 cells (16.7%)
13	Teacher's Study Discipline at Graduate level ( Arts, Science)	2.92	2	NS	-
14	Teaching Experience group (High, average, low)	3.07	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
15	Response on Statement-1 (Agree, indefinite, disagree)	1.26	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
16	Response on Statement-2 (Agree, indefinite, disagree)	3.66	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)





					(Table-33 : Contd)
17	Response on Statement-3 (Agree, indefinite, disagree)	11.55	4	S	Expected frequency <5 = 2 of 9 cells (22.2%)
18	Response on Statement-4 (Agree, indefinite, disagree)	6.71	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
19	Response on Statement-5 (Agree, indefinite, disagree)	5.46	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
20	Response on Statement-6 (Agree, indefinite, disagree)	6.87	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
21	Response on Statement-7 (Agree, indefinite, disagree)	6.92	4	NS	Expected frequency <5 = 1 of 9 cells (11.1%)
22	Response on Statement-8 (Agree, indefinite, disagree)	2.83	4	NS	Expected frequency <5 = 4 of 9 cells (44.4%)
23	Response on Statement-9 (Agree, indefinite, disagree)	1.72	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
24	Response on Statement-10 (Agree, indefinite, disagree)	1.83	4	NS	Expected frequency <5 = 2 of 9 cells (22.2%)
25	Teacher's Sex group (Male, Female)	8.53	2	S	Expected frequency <5 = 1 of 6 cells (16.7%)

Table-34 presents the distribution of teachers in relation to their name stereotype based generalized expectations and sex.

It is evident from table-34 that of the total sample (n=335) about 21% teachers were females. These female teachers included about 15% teachers who were neutral in relation to name stereotype, about 6% who were positive towards positive name stereotype and only less than 1% (n=1) of them were positive towards negative name stereotype. About 79% teachers of the total sample were males and these included about 33% male teachers who were positive towards students with positive names, about 5% male teachers who were positive towards students with negative names and about 40% teachers who were neutral in the context of student's name



stereotype. Comparison of frequencies of male and female teachers falling in different name stereotype positive or neutral categories reveals that while about 71% of female teachers (n=69) were neutral in relation to name stereotype, a lower percentage of male teachers (52% approx, n=266) belonged to this category. The frequency of male teachers was relatively higher (approx. 42%, n=266) in positive name stereotype positive category in comparison to the frequency of female teachers in the same category (approx. 28%, n=69). Similarly, more of male teachers expressed positiveness towards students with negative names (6%, n=266) than the female teachers (approx. 1%, n=69). The fact that male teachers tended to be more frequently biased in relation to the name stereotype of students was brought forth more clearly through regrouping data of table-34 as shown in table-34.1.

Table- 34 : Name Stereotype group based Generalized Expectations and Teacher's Sex\*

Teacher's Sex X Name Stereotype based Generalized Expectations	Female	Male	Total
Positive Name Stereotype group	19 (5.7)	111 (33.1)	130 (38.8)
Negative Name Stereotype group	1 (0.3)	16 (4.8)	17 (5.1)
Positive Name Stereotype	49 (14.6)	139 (41.5)	188 (56.1)
Neutral			
Total	69 (20.6)	266 (79.4)	335 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 8.53, df= 2, S (0.05)

C = 0.16, S (0.05), Lambda (Exp.)= 0.00

Expected frequency < 5 - 1 of 6 cells (16.7%)



Table-34.1 : Positive Expectations towards Positive or Negative Name Stereotypes, Name Stereotype Neutrality and Teacher's Sex\*

Teacher's Sex <i>X</i> Teacher Expectation Category	Female	Male	Total
Positive towards Positive or Negative Name Stereotypes	20 (29.0)	127 (47.7)	147
Name Stereotype Neutral	49 (71.0)	139 (52.3)	188
Total	69 (100.0)	266 (100.0)	335

\*Figures in the parentheses are percentages

It becomes clear from table-34.1 that in comparison to 29% of female teachers; about 48% of male teachers were positively biased on the basis of student's name stereotype. On the other hand, name stereotype neutrality was found to be more prevalent among female teachers (71%) than among male teachers (52% approx.) The association between name stereotype based generalized expectations and teacher's sex was significant ( $C = 0.16$ , Sig. at 0.05 level). However, lambda value computed for expectation as dependent variable turned out to be very low.

Teachers' educational status, in terms of being graduate or post-graduate, was found to be significantly associated with their name stereotype based generalized expectations. Table-35 presents cross-tabulation of teachers' educational status and their name stereotype based generalized expectations.



**Table- 35 : Name Stereotype group based Generalized Expectations and Teacher's Educational Status\***

<i>Teacher's Educational Status</i> <i>X</i> <i>Name Stereotype group based Generalized Expectations</i>	<i>Graduate</i>	<i>Postgraduate</i>	<i>Total</i>
Positive Name Stereotype group Positive	27 (8.3)	99 (30.3)	126 (38.5)
Negative Name Stereotype group Positive	8 (2.4)	8 (2.4)	16 (4.9)
Name Stereotype Neutral	34 (10.4)	151 (46.2)	185 (56.6)
Total	69 (21.1)	258 (78.9)	327 (100.0)

\*Figures in the parentheses are percentages

Chi-square = 8.86, df = 2, S (0.05)

C= 0.16, S (0.05), Lambda (Exp) = 0.00.

Expected frequency <5 - 1 of 6 cells (16.7%)

It is evident from table-35 that only about 21% teachers were graduates, while about 79% of them were postgraduates (n=327). The 21% graduate teachers included about 8% teachers who were positive towards students with positive name stereotype, about 2% teachers who were positive towards negative name stereotypes and about 10% teachers who were name stereotype neutral. Teachers who had post-graduate level of education (approx.79% of total sample) included about 30% teachers of the total sample who were positive towards students of positive name stereotype, about 46% teachers of the total sample who were name stereotype neutral and about 5% teachers of the total sample who were positive towards students with negative name stereotype. Comparing percentages of teachers of different educational status groups in relation to various name stereotype based expectations, it becomes clear that while almost equal percentage of graduate and postgraduate teachers were positive name stereotype positive (respectively about 39% and 38%) there was difference in their frequencies in negative name stereotype positive and name stereotype neutral categories. It was found that in





comparison to postgraduate teachers (approx. 3%, n=258), graduate teachers were more frequent in negative name stereotype positive category (approx.12%, n=69). On the other hand, postgraduate teachers were relatively more frequent in name stereotype neutral category (approx.59%, n=258) than graduate teachers in the same category (approx.49%, n=69). It seems that mainly this difference in the frequency of graduate and postgraduate teachers in negative name stereotype positive and name stereotype neutral categories have contributed towards significant Chi-square value. However, it was found that lambda value computed for name stereotype based expectations, as dependent variable was very low.

Name stereotype based teacher expectations were found to be associated with teachers' response on statement-3. This statement specified that presence of students with unequal abilities in the classroom hinders teaching process. Table-36 presents the related frequency distribution.

Table-36 : Name Stereotype group based Generalized Expectations and Teacher's Response on Attitudinal Statement-3\*

Teacher's Response on Statement-3 X Name Stereotype group based Generalized Expectations	Agree	Indefinite	Disagree	Total
Positive Name Stereotype group	92 (27.7)	7 (2.1)	30 (9.0)	129 (38.9)
Negative Name Stereotype group	17 (5.1)	0 (0.0)	0 (0.0)	17 (5.1)
Positive Name Stereotype	119 (35.8)	7 (2.1)	60 (18.1)	186 (56.0)
Neutral				
Total	228 (68.7)	14 (4.2)	90 (27.1)	332 (100.0)

\*Figures in the parentheses are percentages; Chi-square = 11.55, df = 4, S (0.05)  
C = 0.18, S (0.05). Lambda (exp.) = 0.00; Expected frequency < 5 - 2 of 9 (22.2%)



It is apparent from table-36 that out of total sample ( $n=332$ ) about 69% of teachers agreed with statement-3. This group of teachers included about 28% teachers who were positive name stereotype positive and about 36% teachers who were name stereotype neutral. Only 14 teachers (4.2%) showed indefiniteness in relation to statement-3. These included about 2% teachers who were positive towards positive name stereotype and 2% teachers who were name stereotype neutral. About 27% teachers disagreed with this statement and included 9% positive name stereotype positive teachers and about 18% name stereotype neutral teachers. None of the disagreeing and indefinite teachers expressed positiveness towards negative name stereotypes. Clubbing teachers showing indefiniteness and disagreement with the statement and comparing the percentages of the remaining two groups reveals that (table-36.1) while about 40% teachers who agreed with the statement were positive towards positive name stereotype, relatively less number of indefinite and disagreeing teachers (36% approx.) belonged to this category. It also shows that while about 8% of the agreeing teachers were also positive towards negative name stereotype, none of the agreeing and indefinite group showed this expectation. On the other hand, neutrality towards name stereotype was found to be more frequent (64% approx.) among indefinite and disagreeing teachers than among teachers agreeing with statement-3 (52% approx.). The association between name stereotype based generalized teacher expectations and teachers' response on statement-3 was significant ( $C=0.18$ , Sig. at 0.05 level) but it did not add much to the predictive value of responses in predicting expectations ( $\text{Lambda-expectations}=0.00$ ).



**Table-36.1 : Name Stereotype group based Generalized Expectations and Teacher's Response on Statement-3 (Regrouped)\***

<i>Teacher's Response on Statement-3</i> <i>X</i> <i>Name Stereotype based Generalized Expectations</i>	<i>Agree</i>	<i>Indefinite and Disagree</i>	<i>Total</i>
Positive Name Stereotype group	92 (40.4)	37 (35.6)	129
Negative Name Stereotype Positive	17 (7.5)	0 (0.0)	17
Name Stereotype Neutral	119 (52.2)	67 (64.4)	186
Total	228 (100.0)	104 (100.0)	332

\*Figures in the parentheses are percentages .

### **Generalized and Individualized Teacher Expectations**

The study has envisaged that while on the one hand teachers hold expectations towards groups of students defined in relation to various characteristics, on the other hand their expectations find more concrete expression in the shape of individualized expectations towards actual students of their classrooms. Thus, while generalized teacher expectations were viewed as broader tendencies, individualized expectations were specific, actual and direct. In the present study, individualized expectations of teachers towards students were elicited through asking teachers to provide names of five students of their classroom whom they expected to achieve very high academic achievement marks in end-of-the-term annual examination. These students constituted the high teacher expectation



group of students. Teachers were also asked to provide names of five students whom they expected to achieve very low academic achievement marks in the same end-of-the-term annual examination. These students constituted the low teacher expectation group of students. Seventeen teachers were involved in this stage-II of the study. Thus, names of 85 students were available in high teacher expectation group and similarly names of 85 students were available in low teacher expectation group. Generalized expectations of these 17 teachers were explored through TEBQ. At this stage, investigators focussed attention on whether or not there is an interaction between student's nomination in high or low individualized teacher expectation groups and their expectation related specific characteristic, in the case of teachers holding different generalized expectations. For example, investigators attempted to analyze whether or not there is a significant association between students nomination in high or low expectation group and their sex characteristic in the case of teachers holding positive generalized expectations towards male students or female students or holding a sex neutral stance. Through undertaking this and similar analyses, investigators tried to test linkage between generalized and individualized expectations held and expressed by different teachers.

Out of 17 teachers included in stage-II of the study, two teachers held positive generalized expectations towards male students, eight teachers held positive generalized expectations towards female students and seven teachers expressed sex neutrality in their generalized expectations. Teachers who were positive towards boys ( $n=2$ ) nominated male and female students in high and low individualized teacher expectation categories independent of student's sex (Table-37; Chi-square=0.02,  $df=1$ , Not Sig. at 0.05 level). Similarly, teachers who held positive generalized expectations towards girls also nominated male and female students in high and





**Table-37 : Test of Independence between Nomination in High and Low Individualized Teacher Expectation groups and Student's Sex in the Case of Teachers holding different Sex based Generalized Expectations**

<i>S.No</i>	<i>Sex based Generalized Expectation group of Teachers (n)</i>	<i>Value of Chi-square* for independence between Sex of student and nomination in individualized expectation group</i>
1	Boys Positive (2)	0.24, df = 1, NS (0.05)
2	Girls Positive (8)	0.00, df = 1, NS (0.05)
3	Sex Neutral (7)	4.14, df = 1, S (0.05)

\*Corrected for continuity

low individualized teacher expectation categories independent of student's sex variable (Chi-square=0.00, df=1, Not Sig. at 0.05 level). Surprisingly, a significant Chi-square value (Chi-square= 4.14, df=1, Sig. at 0.05 level) appeared in the case of teachers who expressed sex neutrality in their generalized expectations. The frequencies revealed that out of a total of seventy students nominated by these sex-neutral teachers (n=7) in high and low individualized teacher expectation groups, only 23 were females, but 16 of these (approx.70%) were nominated in high expectation group. In contrast, out of seventy students nominated by these teachers, a majority of 47 were males, but only 19 of them (approx.40%) were nominated in high expectation group. Positiveness towards female students in relation to individualized teacher expectations seems to be adopted by some teachers who expressed sex-neutrality in a generalized fashion. Considered in the light of the overall finding, it reveals that while some teachers tend to express sex-neutrality in a general way, they in fact adopt a female positive bent in their nominations. Such a female positive bent in nominations was conspicuously absent among generalized female positive teachers. It may be concluded that in



relation to sex variable, generalized positiveness towards male or female students is not reflected in individualized nominations in high and low expectation groups, but in generalized sex-neutral stance a positive bias towards nominating more female students in high expectation category is present.

Table-38 : Test of Independence between Nomination in High and Low Individualized Teacher Expectation groups and Student's Caste group in the case of Teachers holding different Caste group based Generalized Expectations

S.No	Caste group based Generalized Expectation group of Teachers (n)	Value of Chi-square* for independence between Caste group of student and nomination in individualized expectation group
1	General Caste group Positive (12)	2.94, df = 1, NS (0.05)
2	'Others' Caste group Positive (2)	1.07, df = 1, NS (0.05)
3	Caste Neutral (3)	2.60, df = 1, NS (0.05)

\*Corrected for continuity

Twelve out of 17 teachers were found to hold positive generalized expectations towards general caste students, while 3 teachers expressed caste neutrality and 2 were positive towards students of other castes. This distribution was more or less similar to the distribution obtained in larger survey sample in the sense that a large majority of teachers were positive towards students of general caste group. Among teachers holding positive generalized expectations towards students of general caste group (n=12), nomination of students into high and low teacher expectation groups (individualized teacher expectations) was found to be independent of student's caste group membership (Table-38: Chi-square=2.94, df=1, Not Sig. at 0.05 level).



Teachers who expressed generalized positive expectations towards students of "other castes" group also did not base their nominations of students into high and low teacher expectation categories on student's caste group characteristic (Table-38: Chi-square=1.07,  $df=1$ , Not Sig. at 0.05 level). Similarly, caste group characteristic was not found to be associated with nominations in the case of teachers holding caste neutrality in their generalized expectations (Table-38 : Chi-square=2.60,  $df=1$ , Not sig. at 0.05 level). These findings show that irrespective of their caste group based generalized expectations, teachers did not nominate students in high and low individualized expectation categories on the basis of student's caste. In this case, it may thus be safely concluded that individualized teachers expectations are not associated with the generalized caste group based expectations of the three groups of teachers.

Seven teachers of the group involved in stage-II of the study were found to be positive towards students of high SES. Analysis of individualized nomination of students by these teachers vis-a-vis the socio-economic group of students revealed that all of the 35 students nominated by them in high expectation group belonged to middle SES group, while of the 35 students nominated by them in low teacher expectation group 34 belonged to middle SES group and the remaining one student belonged to low SES group. This distribution revealed that nomination of students into high and low teacher expectation categories by teachers holding generalized positive expectations towards high SES students is independent of the SES characteristic of students (Table-39: Chi-square=0.00,  $df=1$ , Not Sig. at 0.05 level).



**Table-39 : Test of Independence between Nomination in High and Low Individualized Teacher Expectation groups and Student's SES group in the case of Teachers holding different SES group based Generalized Expectations**

S.No.	SES group based Generalized Expectation group of Teachers (n)	Value of Chi-square for independence between SES group of student and nomination in individualized expectation group		
1	High SES group Positive (7)	0.00*,	df = 1,	NS (0.05)
2	Middle SES group Positive (7)	2.78**,	df = 2,	NS (0.05)
3	Low SES group Positive (1)	***		
4	SES group Neutral (2)	0.00*,	df = 1,	NS (0.05)

\*Corrected for continuity

\*\*Not corrected for continuity

\*\*\*Value could not be computed, as only students of middle SES group were involved

No significant association was also found between nomination of students by teachers (individualized teacher expectations) and student's SES group in the case of teachers holding positive generalized expectations towards middle SES students (Table-39: Chi-square=2.78, df=2, Not Sig. at 0.05 level). Here also, almost equal number of students of middle SES group were nominated in high and low expectation groups by these teachers (n=7).

Only one of the 17 teachers involved in stage-II held positive generalized expectations towards students of low SES group. All the five students nominated by this teacher in each of the high and low teacher expectation category belonged to middle SES group, showing that in his nominations this teacher too did not adhere to a low SES positive bias.

In the case of SES neutral teachers (n=2) also no significant association was found to exist between teacher's nominations of students in high and low expectation groups and student's SES (Table-39: Chi-square= 0.00, df=1, Not Sig. at 0.05 level). This pattern was in line with the generalized SES based expectations held





by these teachers. In general, it may be concluded that similar to generalized caste based expectations, teachers' generalized expectations based on students' SES are not reflected in their expression of individualized expectations towards students.

It should be recalled that in survey sample about 72% teachers expressed positive generalized expectations towards students of high previous achievement group (Ref. Table-4), only 11% teachers expressed positiveness towards students of low previous achievement group and 17% teachers held previous achievement group neutral expectations. In the survey for stage-II, 13 out of 17 (Approx. 76%) teachers were found to hold positive generalized expectations towards students with high previous achievement, only 1 teacher (approx. 6%) teacher held positive expectations towards students with low previous achievement, while 3 teachers (approx. 18%) expressed previous achievement group neutrality. It is obvious that a positive generalized expectation towards students with high previous achievement is the most frequent response. Nomination of students into high and low teacher expectation groups by teachers holding positive generalized expectations towards high previous achievement group was analyzed in relation to the previous achievement of students. Students were categorized into two groups on the basis of marks obtained by them in preceding (class-viii) examination: those falling below median were grouped in low previous achievement group and those above median were grouped in high group. This analysis revealed that there was a significant association between nomination of students into high and low teacher expectation categories by high previous achievement group positive teachers and the previous achievement level of students (Table-40: Chi-square= 25.88, df=1, Sig. at 0.05 level). It was found that of the 65 students



nominated by these teachers ( $n=13$ ) into high expectation category, 47 (approx. 73%) had high level of previous achievement. On the other hand, out of 65 students nominated in low teacher expectation group by these teachers, 48 students (approx. 78%) belonged to low previous achievement group. The co-efficient of contingency between nomination in high and low expectation group and previous achievement group was found to be 0.42, which was highly significant at 0.05 level. It was also found that previous achievement of students was a significant predictor of student's nomination in high and low teacher expectation groups and approximately 21% of reduction in error is attained while predicting expectation group nomination on the basis of previous achievement group (Lambda-expectation =0.21). Thus, it is quite obvious that teachers holding generalized positive expectations towards students of high previous achievement group adhere to these expectations even when expressing their expectations in an individualized manner through student nominations.

Only one of the 17 teachers was found to be holding generalized positive expectations towards students of low previous achievement group. However, it was found that in his nominations of students into high and low teacher expectation groups, this teacher did not include significantly more of students with low previous achievement group in high expectation category (Table-40: Chi-square = 0.00,  $df=1$ , Not sig. at 0.05 level). Similarly, no significant association was found to exist between nomination in high and low teacher expectation groups and student's previous achievement level in the case of teachers holding previous achievement group neutrality in their generalized expectations (Table-40: Chi-square =0.13,  $df=1$ , Not Sig. at 0.05 level). It is thus apparent that while generalized and individualized



teacher expectations overlapped in the case of teachers with high previous achievement group positiveness, such overlapping was absent in the case of teachers with low previous achievement group positiveness.

**Table-40 : Test of Independence between Nomination in High and Low Individualized Teacher Expectation groups and Student's Previous Achievement group in the case of Teachers holding different Previous Achievement group based Generalized Expectations**

<i>S.No.</i>	<i>Previous Achievement group based Generalized Expectation group of Teachers (n)</i>	<i>Value of Chi-square* for independence between previous achievement group of students and nomination in individualized expectation groups</i>		
1	High Previous Achievement group Positive (13)	25.88,	df = 1,	S (0.05)
2	Low Previous Achievement group Positive (1)	0.00,	df = 1,	NS (0.05)
3	Previous Achievement Group Neutral	-0.13,	df = 1,	NS (0.05)

\*Corrected for continuity

A trend of holding positive generalized expectations towards students of low age group was found to exist among teachers. In line with this trend, nine of the 17 teachers (approx. 53%) expressed this generalized expectation. Seven teachers (approx. 41%) of the sample teachers at stage-II expressed age group neutrality and only one teacher was found to hold positive generalized expectations towards students of high age group.

It was found (Table-41) the nomination of students into high and low teacher expectation groups was independent of the age of students in the case of the teacher holding positive generalized expectation towards high age students (Chi-square = 0.00, df=1, Not Sig. at 0.05 level). On the other hand, nomination of students in the two expectation categories by low age group positive teachers (n=9) was significantly associated with student's age group (Table-41: Chi-square= 7.60, df=1, Sig. at 0.05 level). The frequencies revealed that



of the 45 students nominated by these teachers in high expectation group, 33 (approx. 73%) were low in age and only 12 (approx. 27%) were of high age.

**Table-41 : Test of Independence between Nomination in High and Low Individualized Teacher Expectation groups and Student's Age group in the case of Teachers holding different Age group based Generalized Expectations**

S.No.	Age group based Generalized Expectation group of Teachers (n)	Value of Chi-square* for independence between Age group of students and nomination in individualized expectation groups
1	High Age group Positive (1)	0.00, df = 1, NS (0.05)
2	Low Age group Positive (9)	7.60, df = 1, S (0.05)
3	Age group Neutral (7)	2.17, df = 1, NS (0.05)

\*Corrected for continuity

In contrast, of the 45 students nominated by these teachers in low expectation group, 19 (approx. 42%) were of low age group, as compared to 26 (approx. 58%) of high age group. The co-efficient of contingency in this case was found to be highly significant ( $C=0.30$ , Sig. at 0.05 level) and it was found that among teachers holding positive generalized expectations towards students of low age group the age group of student is a significant predictor of student's nomination ( $\text{Lambda-Expectation} = 0.31$ ).

In contrast to these findings and in line with their expressed neutrality towards age based groups of students, it was found that individualized teacher expectations were not significantly associated with the age group of students in the case of teachers holding age group neutrality (Table-41: Chi-square = 2.71, df=1, Not sig. at 0.05 level).





In view of these findings, it may be concluded that in general positive generalized expectations towards sex, caste and socio-economic status based groups of students do not find expression in teacher's individualized expectations in the sense that teachers holding positive generalized expectations towards one or the other group of students do not tend to nominate students of these specific groups in high teacher expectation categories. However, findings obtained revealed that positive generalized expectations towards students of high previous achievement group, as well as towards students of low age group, find expression in teacher's nominations as teachers holding these generalized expectations nominate more students of the particular group towards whom they are positively biased in high expectation group. Such trends were, however, absent in high age group positive and low previous achievement group positive teachers.

### **Characteristics of High and Low Teacher Expectation Students: A Comparison**

Teachers included in stage-II of the study ( $n=17$ ) were asked to nominate students from their respective classrooms, who in their opinion will show very high and very low end-of-the-term academic achievement. Five names in each category were sought from each teacher. Students thus nominated were designated as high and low teacher expectation students. A total of 170 students (85 in high expectation group and 85 in low expectation group) were thus nominated by teachers. These nominations were indicative of teachers' individualized expectations.



Analysis carried out in preceding section revealed that in general teachers positive towards one or other sex based, caste based and socio-economic-status based groups of students did not follow their generalized expectations in nominating students in high and low teacher expectation groups. Similarly high age group positive and low achievement group positive teachers have also not nominated students on the basis of related student characteristics. On the other hand, the tendency to follow generalized expectations in nominating students was found to be present among low age group positive as well as among high previous achievement group positive teachers. The interaction of sex, caste and SES group based generalized expectations, as elicited through TEBQ, however do not reveal the overall all difference between the two groups of students in terms of these characteristics. An attempt to draw this overall picture was carried out through comparing sex, caste and SES group wise composition of high and low teacher expectation groups of students. Table- 42,43 and 44 present distribution of high and low teacher expectation students vis-a-vis these characteristics.

Table-42 : Sex wise composition of High and Low Teacher Expectation groups of Students\*

<i>Student's Sex X Expectation group of Students</i>	<i>Female</i>	<i>Male</i>	<i>Total</i>
High Expectation group	37 (21.8)	48 (28.2)	85 (50.0)
Low Expectation group	26 (15.3)	59 (34.7)	85 (50.0)
Total	63 (37.1)	107 (62.9)	170 (100.0)

\*Figures in parentheses are percentages

Chi-square (corrected)= 2.52, df= 1, NS (0.05)

C = 0.13, NS (0.05)

It is evident from table-42 that out of 85 students nominated by teachers in high expectation group about 44% were females, whereas



female students were only about 31% of the low teacher expectation group (85). Thus, there seems to be a slight favorableness towards female students. However, the Chi-square value was found to be non-significant at 0.05 level, indicating that teachers did not nominate students into high and low expectation groups in association with students' sex variable. This finding was in congruence with the finding obtained in preceding section, wherein it was found that in the case of both male positive and female positive teachers no association exists between students' sex and their nomination in high and low expectation groups.

Table-43 : Caste group wise composition of High and Low Teacher Expectation groups of Students\*

<i>Student's Caste group X Expectation group of Students</i>	<i>General Caste group</i>	<i>'Others' Caste group</i>	<i>Total</i>
High Expectation group	78 (45.9)	7 (4.1)	85 (50.0)
Low Expectation group	63 (37.1)	22 (12.9)	85 (50.0)
Total	141 (82.9)	29 (17.1)	170 (100.0)

\*Figures in the parentheses are percentages

Chi-square (corrected) = 8.15, df = 1, S (0.05)

C = 0.23, S (0.05), Lambda (Exp. Group) = 0.18

Table-43 shows that out of total sample of students (n=170) about 83% students belonged to general caste group. These included about 46 percent students who were nominated in high expectation group and about 37% students who were nominated in low teacher expectation group. About 17% students of the total sample (n=170) belonged to 'others' caste group, which included SCs, STs and OBCs. About 4% students of this group were nominated in high expectation group, while about 13% of them were nominated in low expectation group. In other words, only about 8% students of the high expectation group (n=85) were of 'others' caste category and



74% of them belonged to general castes. Thus, it is apparent that relatively more of the students of 'others' caste group were nominated in low expectation group as compared to their general caste counterparts. The Chi-square value and contingency coefficient computed for table-43 were found to be significant at 0.05 level and it was found that about 18 percent variation in expectation group nomination is predictable on the basis of caste group membership. It should be noted here that nomination of students into high and low expectation groups by teachers holding different generalized caste based expectations were found to be independent of student's caste group characteristic (Ref. table-38), while a significant association has been found in present analysis. In this context, it should be kept in mind that in the analysis carried out earlier caste group and nomination in expectation group were tested for association separately for different groups of teachers holding different generalized expectations. These generalized expectations were elicited in a specific manner through TEBQ. It seems that while favorableness towards students of general castes was not reflected in the association computed in table-38, it becomes apparent when nominations are pooled across groups of teachers based on reported generalized expectations. Teachers, irrespective of their response on TEBQ, thus tend to show positive expectations towards students of general castes in their nomination of students for expected high and low end-of-the-term academic achievement.





Table-44 : SES group wise composition of High and Low Teacher Expectation groups of Students\*

<i>Student's SES group X Expectation group of Students</i>	<i>High SES group</i>	<i>Middle SES group</i>	<i>Low SES group</i>	<i>Total</i>
High Expectation group	3 (1.8)	80 (47.1)	2 (1.2)	85 (50.0)
Low Expectation group	1 (0.6)	78 (45.9)	6 (3.5)	85 (50.0)
Total	4 (2.4)	158 (92.9)	8 (4.7)	170 (100.0)

\*Figures in the parentheses are percentages

Table-44 compares SES group wise composition of high and low expectation groups of students. Most of the students in the two groups (n=170) belonged to middle SES group and only a few of them were found to be members of high and low SES groups. There seem to be no difference in the frequency of students of different SES groups nominated in high and low expectation groups. However, as the distribution of frequencies in table-44 was such that more than 20% of cells contained expected frequencies less than five (4 of 6 cells, i.e. 66.7%) meaningful test of association between SES and nomination could not be undertaken. Hence, no final decision could be derived in this context and further study of this aspect may only be suggested.

High and low teacher expectation students were also compared in relation to their characteristics like age, adjustment, self-concept, academic anxiety, study involvement, intelligence, academic achievement motivation and previous achievement in terms of



percentage of marks obtained. One way analysis of variance was employed for this purpose, considering the suggestion of Guilford and Frutchter (1978) that F-test is relatively insensitive to heterogeneity of variance when we have the same number of subjects per set. The results obtained through ANOVA are presented in table-45.

Table-45 : Results of Analysis of Variance carried out to compare High and Low Teacher Expectation groups of Students on selected characteristics at the beginning of school year

S. N.	Student Variable	Group of Students						F Value (Sig. At 0.05 level)	Eta Squa re	Direct ion of Differ ence
		High Teacher Expectation Students			Low Teacher Expectation Students					
		Mean	SD	n	Mean	SD	n			
1.0	Age	14.13	0.90	85	14.69	1.13	85	12.96 (S)	0.70	L>H
2.0	Adjustment									
	2.1 Emotional	1.52	1.45	85	2.65	2.20	85	15.58 (S)	0.08	L>H
	2.2 Social	7.09	2.30	85	6.89	2.28	85	0.32 (NS)	0.00	-
	2.3 Educational	2.86	2.10	85	3.75	2.49	85	6.41 (S)	0.04	L>H
	2.4 Total	11.47	4.07	85	13.29	5.10	85	6.65 (S)	0.04	L>H
3.0	Academic Anxiety	10.27	3.33	85	10.25	3.23	85	0.01 (NS)	0.00	-
4.0	Self Concept									
	4.1Health &Phy.	4.00	1.17	85	3.91	1.28	85	0.25 (NS)	0.00	-
	4.2Temperament.	4.32	0.80	85	3.74	1.03	85	16.62 (S)	0.09	H>L
	4.3Academic Stat.	6.45	1.30	85	6.27	1.26	85	0.81 (NS)	0.00	-
	4.4Intell. Abilities	5.06	1.18	85	4.73	1.31	85	2.96 (NS)	0.02	-
	4.5Habits & Behv.	4.44	0.71	85	4.07	0.91	85	8.44 (S)	0.05	H>L
	4.6Emo.Tendency	3.85	1.15	85	3.35	1.19	85	7.57 (S)	0.04	H>L
	4.7Mental Health	5.78	0.94	85	5.14	1.38	85	12.26 (S)	0.07	H>L
	4.8SES	4.21	0.80	85	3.84	1.04	85	6.94 (S)	0.04	H>L
	4.9Total	38.09	4.57	85	35.05	5.29	85	16.14 (S)	0.09	H>L
5.0	Study Involvement	59.76	4.97	85	60.28	6.68	85	0.33 (NS)	0.00	-
6.0	Intelligence	94.88	20.53	85	77.45	17.85	85	34.91 (S)	0.17	H>L
7.0	Academic Ach. Motivation	27.28	4.45	85	24.52	5.67	85	12.50 (S)	0.01	H>L
8.0	Academic Ach. Perception	143.6	18.15	85	138.3	20.54	85	3.20 (NS)	0.02	-
9.0	Previous Achievement (% of Marks)	54.91	10.88	85	46.57	8.32	85	31.54 (S)	0.16	H>L

Table-45 shows that the mean age of students nominated by teachers in high expectation group was 14.13 years, with standard



deviation equal to 0.90. On the other hand, mean age associated with students nominated in low teacher expectation group was 14.69, with standard deviation of 1.13. A significant F-ratio ( $F=12.96$ , Sig. at 0.05 level) indicated that students nominated in low teacher expectation group were significantly higher in age than students nominated in high teacher expectation group. This is a significant finding in view of the fact that a majority of 40% of teachers included in the survey sample ( $n=335$ ) expressed positive generalized expectations towards students of lower age group and in the case of low age group positive teachers there was a significant association between student's age and his/ her nomination in high or low expectation group. In general, it seems that teachers tend to hold individualized positive expectations towards students who are relatively lower in age in a particular class.

Table-45 also presents results of ANOVA carried out in the context of adjustment of high and low teacher expectation students. It reveals that while there was no significant difference in the social adjustment of high ( $m=7.09$ ) and low ( $m=6.89$ ) teacher expectation students, the two group differed significantly (at 0.05 level) with regard to their emotional adjustment, educational adjustment and total adjustment. Higher mean score on emotional adjustment, indicative of emotional instability, was found to be associated with students nominated in low teacher expectation group. Thus, emotionally more stable students find favor with their teachers in the sense that teachers tend to expect higher end-of-the-term academic achievement from such students. Students nominated in low teacher expectation group were also found to have higher mean in educational adjustment area ( $m=3.75$ ) as compared to the mean of high teacher expectation students ( $m=2.86$ ). Higher mean on educational adjustment indicates that relative to their counterparts nominated in high teacher expectation category, low teacher



expectation students are poorly adjusted in the curricular and co-curricular programs of the school. The findings also show that high teacher expectation students were in general better adjusted ( $m=11.47$ ) than low teacher expectation students ( $m=13.29$ ). These findings reveal that adjustment of students in total, as well as in educational and emotional areas, is a significant variable that is considered by teachers in nominating students in high and low expectation groups.

High and low teacher expectation students were also compared in relation to their academic anxiety. Academic Anxiety Scale for School Children (AASC), used in present study, defined academic anxiety as a kind of state anxiety which relates to the impending danger from the environment of academic institutions. Table-45 shows that there was no significant difference between high and low teacher expectation students in relation to their academic anxiety. This fact shows that despite being different in age and adjustment, both groups of students experienced more or less similar level of anxiety in academic field.

Self-concept, defined as perceptions, beliefs, attitudes and feelings that an individual views as characteristics of him, was measured in terms of eight dimensions. High and low teacher expectation students were found to be similar to each other in terms of self-concept pertaining to health and physique, academic status and intellectual abilities. Items measuring health and physique related self-concept included items like "I am dissatisfied with the shape of my face", "I am weak in health", "Instead of playing, I prefer to watch games", and "I am a good player". Non-significant difference





between high and low teacher expectation students on health and physique dimension of self-concept reveals that both of these groups responded to these and similar items in a more or less equal manner. The self-concept in relation to academic status was measured with items like "My name is not there in the list of intelligent students of the class", "I feel shy to say something before the whole class", "I forget very soon whatever I learn", "I do not tell anybody about the poor marks obtained by me in certain subjects", and "I am a responsible student". Again both groups of students were found to hold similar view about self on such items. Intellectual ability related self-concept, measured through items like "I usually remain dynamic", "I usually remain attentive", "I fail to immediately respond to anything", also did not differ between the two groups. However, the analysis revealed that high and low teacher expectation students differed significantly in relation to their self-concept pertaining to temperamental qualities, habits and behavior, socio-economic status and the self-concept in total. Mean score on self-concept pertaining to temperamental qualities (assessed through items like "I am a humble student", "I am firm in my beliefs", "I become angry on small matters", "I feel jealous with others") associated with students nominated by teachers in high expectation group ( $m=4.32$ ) was significantly higher ( $F=16.62$ , Sig. at 0.05 level) than the mean score associated with students nominated in low expectation group ( $m= 3.74$ ). This indicates that high teacher expectation students had more positive temperamental self-concept.

More positive self-concept in relation to habits and behavior (assessed with positive and negative items like "I am punctual", "I feel laziness in doing any thing", "I like to showoff") was found to be present among high teacher expectation students ( $m= 4.44$ ) than among low teacher expectation students ( $m=4.07$ ). Similarly positive self-concept in relation to emotional tendencies (assessed with



positive and negative items like “I remain uninfluenced by others’ thoughts”, “I am full of forgiveness towards others”, “I usually remain fearful”, “I can not easily gather courage to do something”) was associated with high teacher expectation students ( $m=3.85$ ) as compared to low teacher expectation students ( $m=3.35$ ). High teacher expectation students had better self-concept in relation to mental health ( $m=5.78$ ) and socio-economic status ( $m=4.21$ ) than their counterparts nominated in low teacher expectation group (respective means= 5.14 and 3.84). There was a significant difference between the total self-concept of high and low teacher expectation students - the higher mean on total self-concept ( $m=38.09$ ), indicative of positive overall self-concept, was associated with high expectation students. In general, these findings reveal that students nominated by teachers in high expectation group viewed themselves more positively in terms of temperamental qualities, habits and behavior, emotional tendencies, mental health, socio-economic status and total self-concept. Teacher expectation group of the students explains about 9% variation in total self-concept scores.

Table-45 also presents results of the analysis undertaken in the context of study involvement and academic achievement perception of high and low teacher expectation students. Statistically non-significant differences were observed between these two groups of students in relation these variables, showing that as far as level of involvement in studies and level of academic achievement perception are concerned both high and low teacher expectation groups were more or less similar. In contrast to these findings, the analysis revealed that there was a significant difference (level 0.05) between these two groups of students in terms of their intelligence: the high expectation students were found to be more intelligent ( $m=94.88$ ) as compared to low expectation students ( $m=77.45$ ). About 17% variation in IQ scores was explained on the basis of expectation



group membership of the students. Not only this, it was also found that the two groups of students also differed in terms of their previous achievement: high expectation students had better previous achievement percentage ( $m=55.00$  approx.) than low expectation students ( $m=47.00$  approx.). About 16% variation in previous achievement (i.e. percentage of marks obtained in preceding grade-viii examination) was explained on the basis of expectation group. In addition to being different in intelligence and previous academic achievement, results of analysis presented in table-45 reveal that students nominated in high and low expectation groups by their teachers differ in relation to their academic achievement motivation. It was found that the mean academic achievement motivation score of high expectation students ( $m=27.28$ ) was significantly higher than the mean of low expectation students ( $m=24.52$ ). This fact reveals that high expectation students differed from low expectation students in relation to their responses on items like "during vacations I prefer to visit places with friends / pay attention towards my weaknesses in studies", "I prefer to sit with the student who is bright in studies / who is a friend", "I attend school because if I don't go my parents become angry / because school enriches my knowledge". High expectation students, in general, tended to mark responses that were indicative of their motivation to attain high academic achievement.

In summary, analysis presented in table-45 revealed that high and low teacher expectation students differed in terms of their age, adjustment (emotional, educational and total), self-concept (temperamental qualities, habits and behavior, emotional tendencies, mental health, socio-economic status, total self-concept), intelligence, academic achievement motivation and previous academic achievement. Lower in age, high teacher expectation students were,



in general, better adjusted, held more positive view of themselves. were more intelligent and better motivated and attained better marks in preceding grade-viii. This finding is very significant in view of the fact that teachers of present study were asked to nominate students whom they expected to achieve very high and very low academic achievement marks in end-of-the-session examination at the very beginning of school year (more specifically third-fourth week of July 1996). Teachers, thus, had only a limited opportunity to interact with and observe students. In most of schools admissions to grade-IX started between second or third week of July and nominations were obtained in third/fourth week of this month. Thus, with only 5 to 10 days observation of or interaction with students, teachers were able to differentiate between students and nominated relatively intelligent, adjusted, more motivated, high achieving students, who had positive self concept and were relatively lower in age, into high expectation category. It seems that behavioral expression of such qualities of students in the classroom have facilitated teachers to expect higher academic achievement in end-of-the-session examination from students higher on these characteristics. It may, thus, be concluded that classroom expression of intelligence, adjustment, academic achievement motivation, self-concept, along with student's age and previous achievement, act as strong input to formation of individualized teacher expectations towards students.

High and low teacher expectation students were also asked to respond to some selected qualitative questions in the Personal Information Schedule administered among them. Seven questions in this schedule asked them to rate themselves on various characteristics. One of these questions asked them to rate their educational ability in comparison to average student of their class.





Students rated themselves in five categories, viz., having educational ability better than everybody else, having educational ability better than an average student, having average ability equal to an average student, having educational ability less than an average student and having educational ability least of all. However, the pattern of responses suggested clubbing of extreme categories with adjacent categories to employ these categories more meaningfully. Thus, three categories were evolved - having educational ability better than an average student, having educational ability equal to an average student and having educational ability less than an average student. These self-ratings were compared across students nominated in high and low expectation groups.

Students also rated themselves in the Personal Information Schedule in terms of level of participation in various classroom activities as always, occasionally or never. These qualitative self-ratings provided another characteristic to be compared across groups of high and low teacher expectation students.

Students were also asked to rate themselves on regularity of attending the classes in terms of number of days per week. They responded in four categories, which, however, were regrouped in view of the pattern of responses into three categories, viz. all days in the week, 4 to 5 days in a week and 3 or less days in a week. Regularity in attending classes, regrouped in this manner, was also compared between high and low teacher expectation students.



Self-ratings of students were also obtained in relation to frequency of opportunities obtained to answer classroom questions. Five-category response continuum, extending from very high to very low, was provided. However, for comparing students this response continuum was regrouped into a three category continuum, ranging from high through average to low frequency of receiving opportunities to answer classroom questions.

Self-rated degree of closeness with the teacher, as reported by the students, also suggested operation of a three-point continuum, viz., very close, close and distant. Responses regrouped into these three categories were analyzed vis-a-vis teacher expectation group of students. Similarly, a three-point response pattern, viz., frequently, infrequently and rarely, was found to exist in relation to self-rated frequency of receiving scolding from teachers.

Student's self-rated expected achievement level in current year's annual examination was obtained in nine categories. However, for the sake of analysis these responses were regrouped into two categories, viz., expected achievement level as 50% or more marks and expected achievement level as 49% or less marks. In addition to these self-ratings, high and low teacher expectation students were asked to report their last year's examination result in terms of pass or fail and the position obtained by them in last year's examination results. These two variables were also compared across the two groups of students under consideration.



Table-46 presents findings obtained in relation to students' response on various qualitative questions and their nomination in high or low teacher expectation groups.

Table-46 : Association between selected Student characteristics and their Nomination in High and Low Teacher Expectation groups

S. N.	Student Characteristics	Chi - Square			Contingency Coefficient	
		Value	df	S (0.05)	Value	S (0.05)
1	Self rated educational ability	12.30	2	S	0.26	S
2	Self rated level of participation in classroom activities	4.64	2	NS	-	-
3	Self rated regularity in attending classes	0.81	2	NS	-	-
4	Self rated frequencies of opportunities obtained to answer classroom questions	0.93	2	NS	-	-
5	Self rated closeness with teachers	6.39	2	S	0.19	S
6	Self rated frequency of receiving scolding from teachers	13.72	2	S	0.27	S
7	Self rated expected achievement in current year's annual examination	5.49*	1	S	0.19	S
8	Result in last year's examination	3.04*	1	NS	-	-
9	Position obtained in last year's examination	12.66*	1	S	0.27	S

\*Corrected for continuity

It is evident from table-46 that there was no significant association between students' self-rated level of participation in classroom activities, regularity in attending classes, frequencies of opportunities obtained to answer classroom questions and result in preceding year's examination, and their nomination in high versus low teacher expectation groups. The Chi-square values obtained for



these associations were found to be non-significant at 0.05 level. However, a significant association was found to exist between student's self-rated educational ability and his/her nomination in high or low teacher expectation group. Table-47 presents the related cross-tabulation.

**Table-47 : Students' Self-rated Educational Ability and their Nomination in High or Low Teacher Expectation groups\***

<i>Student's Self-rated educational Ability X Student's Expectation group</i>	<i>Better Than Average Student</i>	<i>Equal To Average Student</i>	<i>Lower Than Average Student</i>	<i>Total</i>
High Teacher Expectation group	48 (28.2)	36 (21.2)	1 (0.6)	85 (50.0)
Low Teacher Expectation group	33 (19.4)	40 (23.5)	12 (7.1)	85 (50.0)
Total	81 (47.6)	76 (44.7)	13 (7.6)	170 (100.0)

\*Figures in parentheses are percentages

Chi-square = 12.50, df = 2, S (0.05)

C = 0.26, S (0.05)

Lambda (Exp. Group) = 0.18

Frequency distribution presented in table-47 reveals that of the 85 students nominated in high teacher expectation group, about 28% rated their educational ability to be better than average student, while about 21% rated themselves to be equal to the average student of the class. Only one student nominated in high teacher expectation group rated he to possess educational ability lower than the average student of the class. Among students nominated in low teacher expectation group, only about 19% students rated themselves as better than average, a majority of about 24% rated themselves as being equal to average student and a significant 7% of them rated their educational





ability as being lower than an average student. This distribution of frequencies clearly shows that students nominated in high teacher expectation group have tended to rate themselves more in better than average category, while more of the students nominated in low teacher expectation group tended to rate themselves as being equal to the average student of the classroom in terms of educational ability. The contingency co-efficient between self-rated educational ability and student's nomination in high/low teacher expectation group was found to be significant ( $C = 0.26$ , Sig. at 0.05 level). It was also revealed that prediction of nomination in the two expectation groups on the basis of self-rated educational ability reduces about 18% error ( $\text{Lambda-expectation} = 0.18$ ).

Table-46 also shows that student's self-rated level of closeness with teachers was significantly associated their nomination in high or low teacher expectation group. Frequencies presented in table-48 reveal that while all the students nominated in high teacher expectation group rated their level of closeness with teachers from very close to close, 6 of 85 students nominated in low teacher expectation group rated their relationships as being distant. The association between student's self-rated level of closeness with teachers and their nomination in high or low teacher expectation group should, however, be read with caution as in the cross-tabulation presented in table-48 more than 20% of the cells contained expected frequencies less than 5.



Table-48 : Student's Self-rated Level of Closeness with Teachers and their Nomination in High or Low Teacher Expectation groups\*

Student's self-rated level of closeness with teachers <i>X</i> Student's Expectation group	Very Close	Close	Distant	Total
High Teacher Expectation group	50 (29.4)	35 (20.6)	0 (0.0)	85 (50.0)
Low Teacher Expectation group	49 (28.8)	30 (17.6)	6 (3.5)	85 (50.0)
Total	99 (58.2)	65 (38.2)	6 (3.5)	170 (100.0)

\*Figures in parentheses are percentages

Chi-square = 6.39, df = 2, S (0.05)

Lambda (Exp. Gr.) = 0.07, Expected frequency < 5 = 2 of 6 (33.3%)

Student's self-rated frequency of receiving scolding from teachers was also found to be significantly associated with their nomination in different teacher expectation groups (Table-46). Frequencies of students' ratings on this account reveal (Table-49) that more of the students nominated in high teacher expectation group rated themselves to receive scolding from teachers rarely, while more of low teacher expectation students reported receiving scolding from teachers infrequently. The association between these two variables was significant at 0.05 level and about 27% variation in nomination in two expectation groups is explained on the basis of student's self rating on this account.



Table-49 : Student's Self-rated frequency of receiving scolding from Teachers and their Nomination in High or Low Teacher Expectation groups\*

<i>Student's self-rated frequency of receiving scolding X Student's Expectation group</i>	<i>Frequently</i>	<i>Infrequently</i>	<i>Rarely</i>	<i>Total</i>
High Teacher Expectation group	7 (4.1)	35 (20.6)	43 (25.3)	85 (50.0)
Low Teacher Expectation group	8 (4.7)	57 (33.5)	20 (11.8)	85 (50.0)
Total	15 (8.8)	92 (54.1)	63 (37.1)	170 (100.0)

\*Figures in parentheses are percentages

Chi-square = 13.72, df = 2, S (0.05)

C = 0.27, S (0.05), Lambda (Exp. Gr.) = 0.27

High and low teacher expectation students were also asked to rate themselves on expected level of end-of-the-current-session examination. About 85% of the total students (n=170) rated their expected achievement to be 50% and above marks in the examination, while about 15% students rated themselves to achieve 49% or less marks. This self-expected academic achievement level in current year's annual examination was found to be significantly associated with student's nomination in the two teacher expectation groups. Table-50 presents the related frequency distribution.

Table-50 : Student's Self-rated Expected Achievement Level in current year's annual examination and their Nomination in High and Low Teacher Expectation groups\*

<i>Student's Self-rated expected achievement level X Student's Expectation group</i>	<i>50% and above</i>	<i>49% and below</i>	<i>Total</i>
High Teacher Expectation group	78 (45.9)	7 (4.1)	85 (50.0)
Low Teacher Expectation group	66 (38.8)	19 (11.2)	85 (50.0)
Total	144 (84.7)	26 (15.3)	170 (100.0)

\*Figures in parentheses are percentages, Chi-square (corrected) = 5.49, df = 1, S (0.05)

C = 0.19, S (0.05), Lambda (Exp. Gr.) = 0.14



It is evident from table-50 that as compared to students nominated in low teacher expectation group more of the students nominated in high teacher expectation group expected 50% or more marks in current year's annual examination. In contrast, more students nominated in low teacher expectation group (11.2%) expected 49% or less marks as compared to the frequency of high teacher expectation students responding in this category. About 14% of expectation group membership was found to be explained on the basis of student's self-expected academic achievement level.

Significant association was also found between position obtained by student in last year's examination and his/her nomination in high or low teacher expectation group (Chi-square = 12.66,  $df=1$ , Sig. at 0.05 level). It was revealed (Table-51) that out of 85 students nominated in high teacher expectation group, 49 (about 58%) students had secured first-five positions in their respective classes in last years examinations. In contrast, only 25 (about 29%) of the 85 students nominated in low teacher expectation group were among first-five position holders in their respective classes, a majority of 60 (about 71%) of them held no position. About 28% of reduction was found to be achieved in predicting expectation group membership on the basis of position held by the student in last year's examination (Lambda-Expectation=0.28).





**Table-51 : Position obtained by Student in last year's examination and their Nomination in High or Low Teacher Expectation groups\***

<i>Position obtained in last year's examination X Student's Expectation group</i>	<i>First-five position In the class</i>	<i>No position In the class</i>	<i>Total</i>
High Teacher Expectation group	49 (28.8)	36 (21.2)	85 (50.0)
Low Teacher Expectation group	25 (14.7)	60 (35.3)	85 (50.0)
Total	74 (43.5)	96 (56.5)	170 (100.0)

\*Figures in parentheses are percentages

Chi-square (corrected) = 12.66, df = 1, S (0.05)

C = 0.27, S (0.05), Lambda (Exp. Gr.) = 0.28

In summary, it may be stated that students nominated by their respective teachers into high and low expectation groups not only differ on account of their age, emotional, educational and total adjustment, total self-concept and self-concept pertaining to temperamental qualities, habits and behavior, emotional tendencies, mental health and socio-economic status, intelligence, academic achievement motivation and previous achievement; they also differ in relation to self-rated educational ability, level of closeness with teachers, frequency of receiving scolding from teachers, expected academic achievement in current year's annual examination and position obtained in last year's examination. It may be stated that while nominating students in to high and low expectation groups, teachers most likely considered one or more of these student characteristics and based their nominations on the behavioral expression of these characteristics.



## **Teacher Behavior towards High and Low Teacher Expectation Students**

The theory of teacher expectation cycle (ref. Chapt-II) prescribes that academic achievement related expectations held by teachers towards individual students are expressed through teacher behaviors in classroom. Accordingly, behaviors of the teacher are not same across high and low teacher expectation groups of students. Several studies have recorded this pattern. The focus in present study was to analyze and understand this pattern as existing in high school level classrooms of Indian schools. The investigators were interested in qualitatively describing the pattern of behavior adopted by teachers towards high and low expectation students. For this purpose, teachers' behavior towards high and low expectation students was observed. Seventeen teachers included in stage-ii of the study were observed at two occasions during the academic session while teaching in selected classrooms. Observers trained in using Good and Brophy's (1971) dyadic interaction analysis system were employed.

The Good and Brophy's system aims to explore whether individual (or well-defined groups of students, e.g., high or low expectation students) receive more or less of certain behaviors as compared to others. The system employs and codes following categories of behaviors:

### **1. Response Opportunities as:**

1.1 Student-initiated questions- a student asks a question in the classroom in a public setting.

1.2 Reading or recitation turns- a student is asked by the teacher to read aloud.



2.Response Opportunities as provided by teacher through different types of questions.

2.1 Discipline questions- teacher asks a question as a control technique, demanding student to pay attention in the classroom proceedings.

2.2 Direct question- teacher asks a question directed to a particular student, who is not seeking a response opportunity.

2.3 Open question- teacher creates a response opportunity by asking a question in a public setting and calls upon a student who has indicated a desire to provide the response through raising hand or otherwise.

2.4 Callouts- response opportunities created by students who call out answers before being called upon by the teacher to provide response.

3.Response Opportunities as levels of questions asked by teacher.

3.1 Process questions- questions which require students to integrate or interrelate facts (e.g. why questions)

3.2 Product questions- questions seeking a single correct answer (one word or short phrase) (e.g. who, what, when, where, how much questions).

3.3 Choice questions- questions requiring students to choose one of two or more alternatives implied or expressed in the question itself.



3.4 Self- reference questions- questions that ask students to make some non-academic contribution to discussion (preferences, personal experiences, feelings, and opinion).

3.5 opinion question- questions seeking opinion on an academic matter.

#### 4.Response Opportunities as Answers given by Students.

4.1 Correct answer- an answer that satisfies the teacher.

4.2 Part correct answer- correct answer but incomplete or not what was teacher the looking for.

4.3 Incorrect answer- answer that is treated as wrong by the teacher.

4.4 Don't know answer- an answer category when the student verbally or non-verbally says or expresses inability to answer.

4.5 No response- no verbal or non-verbal response to the question.

#### 5. Feedback provided by teacher:

5.1 Praise- verbally expressed evaluative reactions beyond simple affirmation, complementing student.

5.2 Affirmation of correct answer- teacher indicates that the answer given by a student is correct.

5.3 Summary- teacher summarizes, as part of affirmation, the response given by student.





5.4 No feedback reaction- no verbal or non-verbal response following student's answer to a question.

5.5 Negation of incorrect answer- verbal or non-verbal negation/ non-acceptance of the answer provided by student.

5.6 Criticism- negation of the answer given by student along with expressing anger towards student or personal criticism of the student.

5.7 Process feedback- teacher not only provides the correct answer but also explains the cognitive or behavioral processes that underlie the correct answer.

5.8 Gives answer- simply providing the correct answer, without any further explanation.

5.9 Asks other- when the same question is asked from other student in the situation of not receiving the answer from first student.

5.10 Call out- when another student calls out the answer before the teacher asks some other student to provide the answer.

6. Sustainment of Response Opportunities provided through questions.

6.1 Repeats question- the same question is repeated to the same student.

6.2 Rephrase or clue- when a question is rephrased or a clue is provided to a student in order to help reach the correct answer.

6.3 New question- a new question, different from the first question, is asked in a situation of receiving no or incorrect answer of the first question.



6.4 Expansion- teacher asks student to provide more information/ expansion of the answer given by student.

## 7. Work related Dyadic Contacts.

The teacher (or student) deals privately with student (or teacher) in a dyadic situation about completion of work, clarification of directions about work, soliciting or giving help about work or feedback about work.

### 7.1 Student created - Work related Dyadic Contacts.

A situation where a student initiates the work related dyadic contact.

7.1.1 Praise- teacher's positive reactions as a result of (or during) student created- work related contacts.

7.1.2 Process feedback- teacher provides explanation of the work to the student.

7.1.3 Product feedback- teacher simply provides single word/phrase information on the work-related matter.

7.1.4 Criticism- teacher provides negative feedback on the task/work.

7.1.5 Don't Know- student created-work related dyadic contacts that were inaudible to the observer making him or her unable to clarify the quality of contact.

### 7.2 Teacher-afforded work-related dyadic contacts.

A situation in which teacher initiates the dyadic contact (privately) with a student, related to work at hand.



7.2.1 Praise- teacher's positive reactions as a result of (or during) teacher afforded work related contacts.

7.2.2 Process feedback- teacher provides explanation to the work to the student.

7.2.3 Product feedback- teacher simply provides single work/phrase information on the work-related matter.

7.2.4 Criticism- teacher provides negative feedback on the work/task.

7.2.5 Don't know- teacher initiated work related dyadic contacts that were inaudible to the observer, making him or her unable to classify the quality of contact.

## 8. Procedural contacts

A situation where student/teacher initiates the contact pertaining to aspects which are not related with work: any dyadic interaction that do not fall in the category of work related contact or teacher afforded behavioral contact is classified as a procedural contact.

### 8.1 Student Created Procedural Dyadic contacts

A situation where a student initiates the contact with the teacher, pertaining to aspects which are not related with work (e.g. seeking permission to do something, requesting needed supplies, reporting information, seeking help etc. Any dyadic interaction that does not fall in the category of work related a contact is coded as procedural contact.

8.1.1. Praise- teacher's positive reactions during the student-created procedural dyadic contact.



8.1.2. Product Feedback- teacher simply provides single word/ phrase information in relation to the procedural contact.

8.1.3. Criticism- teacher provides negative feedback in relation to the procedural contact.

## 8.2. Teacher afforded dyadic contacts

A situation in which teacher initiates a private (dyadic) contact with a student about procedural aspects (not directly related with work).

## 9. Teacher Afforded Behavioral Dyadic Contacts

Teacher initiated, private, dyadic contacts with a student, related with the classroom behavior of the student (comments about student's behavior in private setting)

9.1. Praise- positive teacher reactions.

9.2. Warning- informing students about negative status of their classroom behavior.

9.3. Criticism- teacher reactions tending to be extremely negative about student's classroom behavior.

Arranged into columns (ref. Appendix- VII) Good and Brophy's Dyadic Interaction Analysis System helps in classifying behaviors directed towards individual students in the classroom. High and low teacher expectation students were identified and known to the observers. In order to describe behaviors adopted by teachers (n=17) towards high and low teacher expectation students, whenever a particular category of interaction between the teacher and high and





low expectation students occurred, it was appropriately recorded, noting group identity (High or Low expectation group as H or L). Total frequency for every category of interaction between teachers and high and low expectation students were used to compare interaction patterns. Table-52 to 58 present these frequency distributions.

Table-52 : Percent frequencies of Student Initiated Questions and Reading Turns availed by High and Low Teacher Expectation Students\*

<i>Group of Students X Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Student Initiated Questions	0 (0.0)	0 (0.0)	0 (0.0)
Reading Turns	38 (55.1)	31 (44.9)	69 (100.0)

\*Figures in parentheses are percentages

It is evident from table-52 that in all the classrooms observed under the study (n=17) none of the high or low teacher expectation students initiated a response opportunity through asking a question from the teacher. This fact seems to be a reflection of the teacher dominated teaching scenario adopted in schools/ colleges. Reading turns as response opportunities were provided to high and low expectation students at 69 occasions. Out of these 69 reading turns, at about 55% occasions these were provided to students nominated in high teacher expectation group. A trend to favor high expectation students in providing reading turns is, thus, evident in the data and it may be concluded that as a teacher oriented behavioral pattern, there exists a tendency among teachers to provide more reading turns to students for whom they hold high expectations.

Table-53 shows that a total of 29 incidents of discipline questions, asked from high or low teacher expectation students, were recorded. Out of these 29 incidents, about 48% incidents occurred



with high teacher expectation students and about 52% occurred with low teacher expectation students. Discipline questions by definition are questions that a teacher uses in order to control student behavior or attention (e.g. Why are you talking? Where are you looking? etc.). It is evident that discipline questions were more frequently (52% approx.) addressed to low teacher expectation students, though the difference in frequency was not very large.

Table-53 : Percent frequency distribution of Response Opportunities as Types of Questions exhibited in Classrooms\*

<i>Group of student X Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Discipline Questions	14 (48.3)	15 (51.7)	29 (100.0)
Direct Questions	114 (54.8)	94 (45.2)	208 (100.0)
Open Questions	139 (72.4)	53 (27.6)	192 (100.0)
Call Outs	60 (89.6)	7 (10.4)	67 (100.0)

\*Figures in parentheses are percentages

It is also evident from table-53 that a considerable difference in frequency of asking direct questions, i.e., questions addressed to particular students who are not seeking a response opportunity, from high and low teacher expectation students existed: out of 208 direct questions addressed to the two groups, about 55% were directed towards high teacher expectation students. Direct questions represent response opportunities provided by the teacher to answer questions. Thus, a tendency was found to exist among teachers to provide more response opportunities to students who are in their opinion potentially high academic achievers.

Open questions, on the other hand, represent a different situation. In asking open questions, teachers address such questions



to the whole class, wait for some time and then designate one of the students who have shown a verbal or non-verbal willingness to respond. In such a situation, both the student's initiation in the shape of availing a response opportunity as well as teacher's choice of providing such response opportunity to one of the many willing students are operative. It should be recalled that in comparisons carried out between high and low teacher expectation students, significant differences in favor of high expectation students in terms of intelligence, self concept, adjustment and previous achievement were obtained. In such a situation, it is quite natural that high teacher expectation students, who are relatively better in intelligence, adjustment, self concept and previous achievement, will more often show willingness (e.g. through raising hand) to respond to teacher's open questions. Also, it may be expected that a teacher who is using open questions as a means to present his subject matter before students, is more inclined to designate his/her questions to students from whom the likelihood of obtaining correct answer is relatively more. Open questions, thus, have more chances of being answered by high expectation students until and unless teachers consciously try to address some of these to less intelligent, low expectation students. Frequency of open questions addressed to high expectation students (72% of 192 open questions addressed to both the groups) found through present investigation, indicate that teachers quite often tend to be influenced by characteristics of these students and their own expectations towards them.

The response opportunity coded as "call out" also represents another situation in which student's initiative is involved. This category represents the occasion when student provides answer to teacher's question before being provided an opportunity to respond by the teacher (through designating a student to answer). High expectation students, being more adjusted, having better self-concept



and with more intellectual ability are quite naturally more inclined to take such initiation. Findings obtained in present investigation (about 90% of total of 67 call outs by the two groups were given by highs) substantiate existence of such initiation of response opportunity on the part of high expectation students.

In general, the pattern of frequencies presented in table-53 shows that both direct and open question response opportunities are more often presented to high teacher expectation students, while these students also avail relatively more "call outs" for themselves. As regards to discipline questions, teachers provide a more or less equal proportion of such response opportunities to both the groups.

The seventeen teachers observed at two occasions (35 minutes at each occasion) presented a total of 496 public response opportunities (questions) that were designated at first hand to high or low teacher expectation students. Twenty-nine of these response opportunities were not primarily intended to elicit an answer but were asked with an intention to seek student's attention. These opportunities (questions) were not categorized into process, product, choice, self-reference or opinion dimensions of Good and Brophy's observation system. Thus, a total of 467 response opportunities remained. These represented response opportunities available to and/or availed by high and low teacher expectation students in the public setting of classrooms. Coding of these response opportunities in terms of levels of questions is presented in table-54.





Table-54 : Percent frequency distribution of Response Opportunities as Level of Questions exhibited and availed in the classrooms\*

<i>Group of student X Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Process Questions	47 (56.6)	36 (43.4)	83 (100.0)
Product Questions	252 (68.1)	118 (31.9)	370 (100.0)
Choice Questions	5 (38.5)	8 (61.5)	13 (100.0)
Self-reference Questions	1 (100.0)	0 (0.00)	1 (100.0)
Opinion Questions	0 (0.0)	0 (0.0)	0 (0.0)

\*Figures in parentheses are percentages

Out of 467 response opportunities presented to high and low teacher expectation students, only about 18% opportunities ( $n=83$ ) were coded as process questions, which required students to explain something through integrating facts or through showing knowledge of interrelationships between facts. At about 57% occasions such process questions response opportunities were availed by high teacher expectation students either by being directly designated to respond, through availing the opportunity as open question, or, through calling out an answer. A total of 370 product question response opportunities (about 79% of the total of 467 questions) were presented by teachers; of which about 68% ( $n=370$ ) were directed to or availed by high teacher expectation students. It seems that irrespective of being process or product questions, a higher number of questions were available to students nominated by teachers in high expectation group. If we can presume that response opportunities presented as questions asked by teachers in the classroom add to the chances of better learning in the classroom situation, teachers clearly showed a tendency to differentiate between high and low expectation students in this context. This pattern,



however, was not present in the case of choice questions, which require students to choose one of the two or more implicit or explicit alternatives inherent in the questions themselves in order to answer them. In the case of choice questions, it was found that at about 62% occasions, these were addressed to or availed by low teacher expectation students. Choice questions represent question based response opportunities at simpler level as compared to process and product questions. These questions contain two or more alternative facts in the question itself and students are required to choose one of the facts in producing the answer. This inherent simplicity of choice questions and teachers' tendency to present relatively more choice questions to low teacher expectation students tends to suggest that in the process of classroom teaching, simpler questions tend to be directed towards or availed by low teacher expectation students, while relatively difficult product and process questions tend to be directed towards or availed by high teacher expectation students.

Table-54 also shows that teachers in the classroom during the course of observation delivered only one self-reference question and no opinion question. Both these categories of response opportunities refer to opinions, feelings, preferences etc. of the students (either on academic or non-academic matter). That teachers at high school level in Indian situation rarely address such aspects through questions is evident from the data.

As mentioned earlier, 467 questions, seeking an answer, were presented to high and low teacher expectation students at first hand. Type and level related information about these questions was coded in the classroom observation situation. However, in addition to these



questions (public response opportunities), more response opportunities were directed to or availed by these two groups of students. Thus, there were publicly asked questions presented to students other than high or low teacher expectation students at first hand and later redirected to one or more of them. Then there were questions, which were directed to one of these students at first and then redirected to another high or low expectation student(s). Further, there were some "new" questions presented as Sustainment of response opportunity to a high or low or other student at first and later redirected to another high or low expectation student. High and low teacher expectation students answered these additional questions and feedback from teachers was received. A total of 821 occasions of answering different publicly presented questions (including presented and/or availed at first hand and questions presented and/or availed through redirection) were recorded in the classrooms observed. A comparison of answers provided and feedback received by high and low teacher expectation students during classroom interaction provides further insights on the aspect of teacher expectation communication.

Table-55 presents the pattern of answering questions adopted by high and low teacher expectation students.



Table-55 : Percent frequency distribution of Answers given by High and Low Teacher Expectation Students\*

<i>Group of student X Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Correct Answer	313 (75.6)	101 (24.4)	414 (100.0)
Partially Correct Answer	71 (62.8)	42 (37.2)	113 (100.0)
Incorrect Answer	53 (61.6)	33 (38.4)	86 (100.0)
Don't know Answer	25 (67.6)	12 (32.4)	37 (100.0)
No response	100 (58.5)	71 (41.5)	171 (100.0)

\*Figures in the parentheses are percentages

Table-55 shows that out of 414 occasions when correct answers were provided by the two groups of students, at about 76% occasion it were high teacher expectation students who gave the answer. At 113 occasions partially correct answers, i.e. answers that were correct but not what the teacher was looking for, were provided. Herein also, it were the high teacher expectation students who were more in numbers (approx. 63%) than low teacher expectation students (approx. 37%) were. This pattern indicates that whenever such a response opportunity is directed to or availed by a high teacher expectation student, there were higher chances of the answer being correct or part correct. In other words, it could be stated that teachers might rely more on high teacher expectation students, as compared to low teacher expectation students, for eliciting correct or part correct answers.

Table-55 also shows that more often high teacher expectation students provided in correct answers (approx. 62%) don't know





answers (68%) approx.) and no response category of answer (approx. 59%). The pattern of receiving correct answers more often from high expectation students may act as a strong behavioral feedback to teachers who hold positive expectations towards them. Continued over time, such a pattern may set in a chain of events in which teachers view some students as holding high potential and find that in classrooms these students actually exhibit what they (teachers) intuitively believed. In the case of present study, high expectation students nominated by teachers were actually found to be better in intelligence, adjustment, self concept and previous achievement, and may be due to these better educational potentialities they were able to answer questions correctly more often. Nonetheless, the tendency to provide correct answers more often may act as a sustaining force for teacher expectations and consequent behaviors.

The feedback provided by teachers in the context of answers given by students is another aspect, which clarifies the communicative pattern of teacher expectations. Since teacher behaviors in classrooms has been proposed to communicate expectations held by teachers and many studies have reported findings supporting this proposition, it is logical to presume that positive feedback in relation to answers given by students will be provided more often to high expectation students than to low expectation students. Observational data of present study were analyzed to explore this aspect. Table-56 presents the frequency of various feedback behaviors shown by teachers towards answers given by the two groups of students.



**Table-56 : Percent frequency distribution of Feedback given to High and Low Teacher Expectation Students\***

<i>Group of student X Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Praise	21 (95.5)	1 (4.5)	22 (100.0)
Affirmation	210 (75.5)	68 (24.5)	278 (100.0)
Summary	23 (74.2)	8 (25.8)	31 (100.0)
No Feedback	72 (51.1)	69 (48.9)	141 (100.0)
Negation	5 (41.7)	7 (58.3)	12 (100.0)
Criticism	7 (25.9)	20 (74.1)	27 (100.0)
Process Feedback	9 (81.8)	2 (18.2)	11 (100.0)
Gives Answer	76 (75.2)	25 (24.8)	101 (100.0)
Asks Other	136 (70.5)	57 (29.5)	193 (100.0)
Call Out	3 (60.0)	2 (40.0)	5 (100.0)

\*Figures in parentheses are percentages

It is evident from table-56 that the frequency of positive feedback behaviors like praise, affirmation and summarization of answers given were relatively higher in the case of high expectation students as compared to in the case of low expectation students. The frequency of adopting "no feedback" behavior was more or less equal in the case of both the groups. Negation and criticism feedback behaviors were found to be adopted by teachers more often with low expectation students than with high expectation students. Feedback behaviors like "process feedback"(implying that the teacher not only gives the correct answer but also elaborates the processes involved in deriving the correct answer),"giving answer"(implying that the teacher merely gives the correct answer), and "asking other" (asking



some other student) were also more frequently adopted by teachers with high teacher expectation students than with low teacher expectation students. This pattern of absolute frequencies suggests that teachers in general tended to adopt positive feedback behaviors (praise, affirmation, summary) in response to answers provided by high expectation students relatively more frequently.

It should be noted that praise, affirmation and summarization feedback behaviors are associated with correct answers provided by students. A more meaningful comparison of teachers' feedback behaviors across high and low expectation students thus needs to consider the frequency of correct answer provided by two groups of students. To this end in view the ratios of praise, affirmation and summarization behaviors to total of correct answers provided were derived. It was found that the ratio of praise to total number of correct answers was higher in the case of high expectation students (i.e.,  $21/313 = 0.07$ ) as compared to the ratio in the case of low expectation students (i.e.  $1/101 = 0.01$ ). These ratios indicate that though teachers very rarely adopted praise as a feedback behavior in response to correct answers, but on the rare occasions when they adopted this behavior it was more likely to be in response to the correct answer given by high expectation students.

Affirmation feedback behavior relative to the number of correct answers provided by high and low expectation students tended to be equal: the ratio between frequency of affirmation to number of correct answers provided was 0.67 in the case of high teacher expectation students and also 0.67 in the case of low teacher expectation students. Thus, correct answers provided by high and low



teachers affirmed expectation students with more or less equal frequency. Affirmation as a feedback behavior seems to be more prevalent as compared to praise and summarization.

Summarization, which implies teacher's going beyond affirmation and trying to summarize the answer given by student, was adopted with almost equal frequency as ratio between this feedback behavior and total number of correct answers given was found to be more or less equal.

No feedback behavior of teachers is not directly related with the quality of answers given by the students. A teacher may provide no feedback no matter the answer given is correct, part correct, incorrect, don't know or know response. Thus, in order to compare the relative frequency of adopting no feedback behavior by teachers with the two groups of students, total number of answers given by students was considered. Five hundred and sixty-two occasions of providing answers were associated with high teacher expectation students and on 259 occasions answers were provided by low teacher expectation students. The ratio between occasions of no feedback on the part of teachers and the total number of answers provided was found to be 0.13 (i.e.  $72/562$ ) in the case of high teacher expectation students, while it was 0.27 ( $69/259$ ) in the case of low teacher expectation students. These ratios reveal that as compared to high expectation students, more often no feedback was provided in relation to answers given by low expectation students.





Negation and criticism feedback behaviors are more likely to be associated with partially correct or incorrect answers of students. Relative frequency of negation and criticism were thus derived through dividing frequencies of negation and criticism with total of partially correct and incorrect answers given by the two groups of students. It was found that the ratio of negation to total frequency of part-correct and incorrect answers was higher in the case of low teacher expectation students ( $7/75 = 0.09$ ) as compared with high teacher expectation students ( $5/124 = 0.04$ ), indicating that relatively more often partially correct or incorrect answers given by low expectation students were negated by teachers. The ratio of criticism feedback behavior to total frequency of part correct and incorrect answers was found to be 0.06 (i.e.  $7/124$ ) in the case of high teacher expectation students and 0.29 (i.e.  $20/75$ ) in the case of low teacher expectation students. More frequent criticism per incidence of part correct or incorrect answer was found to be adhered by teachers with low teacher expectation students. Low values of these ratios indicate that negation and criticism feedback behaviors are as such low in frequency, but then whenever these occurred in response to part correct or incorrect answers given by students, low teacher expectation students are more likely to be the targets of these behaviors.

Partially correct or incorrect answers given by students may be tackled by teachers in other ways as well. They may provide process feedback, give answer, ask other student or some other student may call out the answer. Process feedback, giving answer, asking other student or some other student(s) calling out an answer may occur in situations when students reply as don't know or provide no response. In order to compute the relative frequency of providing process



feedback, giving answer, asking other student or some other student(s) calling out the answer, we need to consider the total frequency of partially correct answers, incorrect answers, don't know answers and no response situations. A total of 249 such occasions were recorded with high teacher expectation students, while with low teacher expectation students this total frequency was 158. The ratio between providing process feedback and total of part correct, incorrect, don't know and no response was found to be 0.04 (i.e.  $4/249$ ) in the case of high teacher expectation students, while it was 0.01 (i.e.  $2/158$ ) in the case of low teacher expectation students. On more occasions process feedback, involving elaboration of the cognitive and behavioral processes involved in deriving the correct answer, was thus found to be provided to high teacher expectation students.

The ratio between frequency of giving answer to total frequency of part correct, incorrect, don't know, and no response answers by students was also high higher in the case of high expectation students (i.e.  $76/249=0.31$ ) than in the case of low teacher expectation students (i.e.  $25/158 = 0.16$ ). Similarly, redirection of question (asking other student) was also adhered more often while dealing with high teacher expectation students (ratio between frequency of asking other to total frequency of part correct, incorrect, don't know and no response situation =  $136/249=0.55$ ) than while dealing with low teacher expectation students (the same ratio =  $57/158 =0.36$ ). It is thus apparent that relatively more often teachers tended to deal with part correct, incorrect, don't know and know response answers of high teacher expectation students through giving answers, providing process feedback or asking other student, while such feedback



behaviors were relatively less frequently adopted towards low expectation students.

It is also important to note that the ratio between calling out the answer and total frequency of part correct, incorrect, don't know and no response answers was more or less equal (0.01) in the case of both high and low teacher expectation students, indicating that despite being low in tendency to call out answers of questions that were earlier answered either part correctly, incorrectly, with don't know or with no response at all, was same among high and low expectation students.

Another aspect of response opportunity provided as questions to particular student was teacher's effort to sustain this opportunity for the student. In other words, through sustainment teacher put additional pressure on the student in order to derive answer to the question. Four behaviors pertaining to sustainment of question-related response opportunity were coded. These included repetition of the question for the particular student, simplifying question through rephrasing or through providing clue to derive answer, asking a new question which may be closely related with the first question but requires a different answer, and asking student to expand or improve the incomplete or vague answer given for the question asked. A total of 260 occasions of sustaining the question based response opportunities were recorded during observation of classrooms. It was found that repetition of question asked from high and low teacher expectation students was exhibited 54 times (21% of total sustainment occasions). Of these 54 occasions, questions were repeated at 36 occasions (approx. 67% of 54) when the student



belonged to high teacher expectation student, while repetition of the question was adopted only on 18 occasions (approx. 33% of 54) when the student belonged to low teacher expectation group. A tendency to more frequently repeat the question for high expectation students was thus found to exist among teachers.

Sustainment of response opportunity through rephrasing the question or through providing clue was also found to be more frequently adopted by teacher with high expectation students (47 of 70 occasions i.e. 67% occasions) than with low teacher expectation students (only 23 of 70, i.e. approx. 33% occasions). Teachers thus tried more to elicit correct answers from students towards whom they held high expectations than from students towards whom low expectations were held.

The sustainment of public response opportunity, in the situation when the first question remains unanswered or was answered incorrectly, through asking a new question requiring a new answer was adopted with high and low expectation students at 79 occasions, approximately 54% occasions were associated with high teacher expectation students and only at 46% occasions low teacher expectation students were involved. Thus, not only teachers tended to repeat questions more often for high expectation students and/or rephrased or provided clues to the answer, they also provided more response opportunities in the shape of new questions to these students.





The general finding that seems to emerge from analysis of public response opportunities made available or availed by students in the classrooms observed, is that teachers provide more reading turns to high expectation students, address more direct and open questions to them, while slightly more of discipline questions are addressed to low expectation students; more of simpler choice questions are asked from low expectation students, while questions eliciting one word or short phrase answers (product questions) and questions requiring explanation of the processes involved are asked more often from high expectation students; more questions are asked from high expectation students, who in turn provide more of the correct answers; teacher feedback behaviors like praise, summary, giving answer and asking other student(s) are frequent with high teacher expectation students in contrast to low teacher expectation students with whom negation and criticism is more frequent; and sustainment of response opportunities through repetition, rephrasing, new question and expansion is more frequent with high expectation students. On the basis of this pattern of interaction between teachers and high and low teacher expectation students, it can be concluded that differential treatment is meted out by teachers towards the two groups and generally more positive, learning-facilitative behaviors are adopted by teachers towards high teacher expectation students.

Response opportunities, student initiated questions and reading turns constitute one aspect of teacher-student interaction in the classroom. Student questions, reading turns and response opportunities occur between teacher and particular students in the public setting of the classroom. Different from such interactions are interactions that occur when teacher deals privately with one student inside the classroom "about the matters idiosyncratic to him or her



rather than publicly about the material meant for the group or class as a whole" (Good and Brophy, 1994). Good and Brophy have termed such teacher-student contacts as dyadic and classified these into work related, procedural and behavioral. Further, these are grouped into teacher initiated (teacher afforded) or student initiated (student created). Dyadic interactions reveal the personal dimension of teacher behavior towards specific students in the classroom. It should, however, be kept in mind that in classrooms observed (which also typically represent the general scenario in Indian context), where teaching tend to be primarily teacher dominated lecture activity, with an emphasis on coverage of prescribed course material in a short time frame, coupled with factors like large class size, lack of infrastructural facilities, low level of enthusiasm; a very low occurrence of such dyadic contacts in the classroom may be anticipated. This anticipation proved true when a very few high and low teacher expectation students - created work-related ( $n=5$ ) and no procedural (created by high and low expectation students) were recorded. Even the frequency of teacher afforded work related ( $n=23$ ), behavioral ( $n=13$ ) and procedural ( $n=6$ ) contacts recorded in the classrooms observed ( $n=17$  at two occasions) turned out to be quite low. But despite this general low frequency of private-dyadic contacts in classroom settings, it was found that teachers tended to interact with high and low teacher expectation students in significantly different manner.

Five occasions of student-created work-related contacts were observed. It is worth noting that high teacher expectation students initiated all these contacts and low teacher expectation students initiated no such contact. It was also interesting to find that while in one of these five occasions the quality of teacher feedback in



response to student initiated contact could not be recorded (due to inaudibility of the feedback provided), on four such occasions (80%) praise in audible terms was exhibited by teachers. It should be recalled that work related contacts include contacts that are related with student's completion of seatwork or homework assignment etc. It is obvious that high teacher expectation students are more likely to initiate such contacts and have more chances of being praised by teachers. On the contrary, low teacher expectation students rarely, or may be never, initiate such contacts and remain devoid of any such positive feedback. This finding should be read with the finding obtained earlier that pertained to comparison of high and low teacher expectation students' self-rated frequency of receiving scolding from teachers: more of low expectation students felt being occasionally scolded by teachers (approx. 76% of 85 of them) as compared to high expectation students (approx. 49% of 85 of them). More frequently fearful of receiving scolding from teachers, low expectation students seem to be reluctant to initiate work related contacts with their teachers.

No student created procedural contacts was recorded in the classrooms observed under the study. This fact seems to reflect two aspects of teaching in our classrooms. Firstly, it seems to be a reflection of the dominance of teacher in undertaking classroom proceedings. Procedural contacts include interactions that can not be coded as related to work and which are initiated on the basis of immediate needs of the students, e.g. seeking permission, requesting something, reporting information, seeking help etc. As has been pointed out earlier, in a teacher dominated lecture mode of teaching, particularly in overcrowded classrooms, students may tend to shy away from initiating such contacts. Secondly, presence of outside



persons (observer) in the classroom may have contributed towards this lack of initiating procedural contacts among students, who might have felt that initiating such contacts would disrupt the ongoing teaching process and may displease the teacher.

Though the overall incidence was quite low, work related dyadic contacts were initiated by teachers relatively more frequently. A total of 23 such teacher afforded contacts with high and low teacher expectation students were recorded. Distribution of this teacher - afforded, work- related contacts vis-a-vis the quality of the teacher feedback provided is presented in table-57.

**Table-57 : Percent frequency of Dyadic Teacher-Afforded Work-related contacts with High and Low Teacher Expectation Students\***

<i>Group of student X Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Praise	4 (100.0)	0 (0.0)	4 (100.0)
Process Feedback	4 (100.0)	0 (0.0)	4 (100.0)
Feedback	2 (100.0)	0 (0.0)	2 (100.0)
Criticism	7 (77.8)	2 (22.2)	9 (100.0)
Don't Know	2 (50.0)	2 (50.0)	4 (100.0)

\*Figures in parentheses are percentages

It is apparent from table-57 that of the 23 teacher afforded, work related contacts, 19 (approx. 83%) were with high teacher expectation students. Only on 4 occasions (i.e. approx. 17% occasions) teacher - afforded work-contacts with low teacher





expectation students. Work-related teacher-afforded contacts that accompanied with praise, process feedback or simple feedback occurred with high teacher expectation students. Criticism was also provided to high teacher expectation students more frequently in the teacher afforded dyadic setting. This pattern indicates that teachers tend to initiate work contacts largely with students for whom they hold high expectations and often feedback or criticism accompanies these contacts on work. Such teacher-initiated feedback in more personal dyadic situations is conspicuously not available to low teacher expectation students. That teachers tend to differentiate between high and low teacher expectation students on this account is clearly revealed by the observational data.

Differential dyadic interaction pattern was also recorded in relation to teacher afforded dyadic behavioral contacts. Behavioral contacts imply that teacher makes some comment on the student's classroom behavior, which can be classified as praise, warning or criticism. Table-58 shows that teachers during observations initiated a total of 13 behavioral contacts, with high and low teacher expectation students. The distribution presented in table-58 shows that almost all (approx. 92%) of these contacts were with low teacher expectation students: seven (approx. 54%) of these were warnings issued by teachers in relation to classroom behavior of these students, while on six occasions (approx. 46%) the low teacher expectation students were criticized. Thus, there seems to be a tendency on the part of teachers to comment negatively on the classroom behavior of low expectation students.



Table-58 : Percent frequency of Dyadic Teacher-Afforded Behavioral Contacts with High and Low Teacher Expectation Students\*

<i>Group of student N Interaction Variable</i>	<i>High Teacher Expectation Students</i>	<i>Low Teacher Expectation Students</i>	<i>Total</i>
Praise	0 (0.0)	0 (0.0)	0 (0.0)
Warnings	1 (14.3)	6 (85.7)	7 (100.0)
Criticism	0 (0.0)	6 (100.0)	6 (100.0)

\*Figures in parentheses are percentages

Observation of dyadic teacher afforded procedural contacts brought forth only 6 such occasions, half of which were initiated by teachers with each of the two groups of students under consideration. It seems that as far as procedural contacts in dyadic settings are concerned, teacher tended to behave similarly towards high and low expectation students.

Overall, the trend of findings indicate that teacher afforded personalistic (dyadic) contacts with high and low teacher expectation students qualitatively differed - more work related praise, process feedback, simple feedback and criticism was adopted while dealing personally with high teacher expectation students, while warning and criticism related with classroom behavior was provided to low teacher expectation students.

In the context of analysis of teacher behaviors towards high and low teacher expectation students and deriving conclusions thereof, one very important aspect needs to be kept in mind. High and low teacher expectation students in present study were identified through nominations obtained from teachers. Students nominated into these two groups were found to differ significantly in relation to intelligence, self-concept, adjustment, academic achievement



motivation and previous academic achievement. This implies that teachers nominated students with higher intelligence, better self concept and adjustment, higher academic achievement motivation and higher academic achievement marks in preceding grade into high expected end-of-the-term academic achievement group, and vice-versa, students lower in intelligence, poorer in self concept and adjustment and lower in academic achievement motivation and actual achievement in preceding grade were nominated in low expectation group. In other words, teachers tended to know about students' inherent characteristics and they may be viewed as interacting with these students in the context of not only their expectations but also in the context of student's inherent characteristics. Thus, in such a situation, to interpret the differential behavior of teachers solely as an effect of expectations towards students would not be justifiable. However, it may be noted that through their various differential behaviors across these two group of students, a tendency on the part of teachers to sustain, if not create in the sense implied in self-fulfilling hypothesis, the already existing differences between students is discernable.

### **Analysis of Student Outcomes in the Context of Teacher's Expectations**

The most important question pertaining to teacher expectation cycle is do teachers create a differential in various student-related outcomes over the school year due to differential expectations held by them towards various students. Experimental testing of this cause-effect linkage has been a focus of studies undertaken by a number of investigators. In a number of these investigations, expectations were



induced by experimenters through supplying controlled information (related with academic potential/ability, test scores/potential for academic blooming etc.) about students. Post- test, carried out at the end of experimental duration, was undertaken in relation to selected student outcomes (ability/ adjustment/ achievement etc.) and data were analyzed in order to find out change (gain) due to experimental induction of expectations. Quite often, such experimental approach to test cause-effect linkage was employed in settings other than actual classrooms (tutors, teacher-trainees, physical education instructors etc.), may be due to more desirable but somewhat difficult conduction of experiment in actual classrooms. Further, there also seems to be a difference in the experimentally induced expectations through use of controlled test data and the naturalistically developed expectations, developed among teachers through their own observations during interactions with students in classrooms. Questions pertaining to acceptance of experimentally induced expectations by teachers have been raised and it has been argued that effects of experimentally induced expectations should be generalized to actual classrooms with caution as teachers in such classrooms are in constant touch with students and “see” students’ potential and behaviors themselves. Thus, while experimental studies in settings other than actual classrooms facilitate test of causal linkage more directly, findings obtained in natural classrooms with naturalistically developed expectations seem to be equally, if not more, important. The ideal solution lies in undertaking experiments in actual classrooms, though such experimentation besides being more difficult from the viewpoint of actual organization, has its own interpretative difficulties (West and Anderson, 1976).

The present study differed from experimental approach in the sense that no experimental induction of expectations towards specific students was undertaken. Teachers were asked to nominate students





into high and low expectation groups on the basis of their own observations/ opinions. Teachers were thus free to make their own judgements on the basis of their observations of students. Care was, however, taken to allow as little time as possible for teachers to observe students when the new session commenced and nomination were taken. However, as it is apparent from findings presented in preceding sections, teachers nominated students in the two expectation groups in relation to certain student characteristics. They nominated intelligent, academically motivated, adjusted students, who were relatively low in age and better in self concept and achievement in preceding grade, in high teacher expectation group; while relatively less intelligent, less motivated, less adjusted students, who were relatively higher in age, had poorer self concept and achievement in preceding grade, were nominated in low teacher expectation group. Thus, from the very beginning, there were significant differences between the two groups of students and any difference that may or may not have arisen between the groups at the end of academic session could not be solely and directly attributed to be due to expectations held by teachers towards them. Thus, findings obtained through present study may not lend direct support to the causal linkage between teacher held expectations and student outcomes; on the other hand, only indirect existence and operation of such linkage may be indicated. Even such indirect test of teacher expectation effects in actual classrooms, with naturalistically developed expectations among teachers, is important as it not only provides insights for undertaking further work but also indicated towards some of the processes involved.

In order to understand changes occurring among high and low teacher expectation students over the school year, mean and standard deviations on selected student outcomes were calculated. Table-59 presents these means and SDs for the two groups.



Table-59 : Mean and Standard Deviation Values on different variables scored by High and Low Teacher Expectation Students at the Beginning and End of the Academic Session\*

S. N.	Student Variables	Group of Students			
		High Teacher Expectation Students		Low Teacher Expectation Students	
		Beginning of the Session	End of the Session	Beginning of the Session	End of the Session
1.0	Adjustment				
	1.1 Emotional	1.52 (1.45)	1.32 (1.23)	2.65 (2.20)	1.91 (1.56)
	1.2 Social	7.09 (2.30)	6.13 (1.94)	6.89 (2.28)	6.62 (1.99)
	1.3 Educational	2.86 (2.10)	2.02 (1.53)	3.75 (2.49)	3.05 (2.34)
	1.4 Total	11.47(4.07)	9.47 (3.52)	13.29(5.10)	11.58(4.80)
2.0	Academic Anxiety	10.27(3.33)	9.79 (3.00)	10.25(3.23)	9.20 (3.02)
3.0	Self Concept				
	3.1Health &Phy.	4.00 (1.17)	4.28 (1.02)	3.91 (1.28)	4.20 (1.12)
	3.2Temperament.	4.32 (0.80)	4.33 (0.89)	3.74 (1.03)	3.85 (1.10)
	3.3Academic Stat.	6.45 (1.30)	6.70 (1.13)	6.27 (1.26)	6.29 (1.34)
	3.4Intell. Abilities	5.06 (1.18)	5.18 (1.24)	4.73 (1.31)	4.73 (1.32)
	3.5Habits & Behv.	4.44 (0.71)	4.62 (0.67)	4.07 (0.91)	4.65 (0.65)
	3.6Emo.Tendency	3.85 (1.15)	3.88 (0.91)	3.35 (1.19)	3.84 (0.92)
	3.7Mental Health	5.78 (0.94)	5.59 (1.18)	5.14 (1.38)	5.28 (1.22)
	3.8SES	4.21 (0.80)	4.53 (0.87)	3.84 (1.04)	4.19 (1.06)
	3.9Total	38.09(4.57)	39.12(4.83)	35.05(5.29)	37.02(6.27)
4.0	Study Involvement	59.76(4.97)	59.27(4.02)	60.28(6.68)	59.60(4.76)
5.0	Intelligence	94.88(20.53)	104.47(20.09)	77.45(17.85)	89.11(18.56)
6.0	Academic Ach. Motivation	27.28(4.45)	30.05(2.50)	24.52(5.67)	27.88(3.39)
7.0	Academic Ach. Perception	143.64(18.15)	148.36(19.72)	138.32(20.54)	144.66(18.40)
8.0	Achievement (% of Marks)	54.91(10.88)	45.91(8.20)	46.57(8.32)	36.92(6.51)

\*Figures in the parentheses are SDs

Mean scores of high expectation students on a particular outcome variable at the two occasions (beginning of session and end of session) were compared with each other through employing t-test for correlated samples. Similar comparisons were undertaken for low teacher expectation students. These comparisons revealed the changes that occurred within these two groups over the school year. Table-60 present's findings obtained in this context. However, in order to compare changes that occurred in occurred in the two groups



with each other, gain scores (i.e. score obtained by an individual student at the end of the session minus score obtained by the same student at the beginning of the session) were used and compared through one way ANOVA. Table-61 presents the findings.

**Table-60: Comparison of Means on Different Variables of High and Low Teacher Expectation Students at the Beginning and End of School Session\***

S. N.	Student Variables	Group of Students							
		High Teacher Expectation Students				Low Teacher Expectation Students			
		r	t	df	S(0.05)	r	t	df	S(0.05)
1.0	Adjustment								
	1.2 Emotional	0.60	1.52	84	NS	0.31	3.01	84	S (B>E)
	1.2 Social	0.38	3.73	84	S (B>E)	0.19	0.91	84	NS
	1.3 Educational	0.42	3.82	84	S (B>E)	0.40	2.45	84	S (B>E)
	1.4 Total	0.55	5.07	84	S (B>E)	0.37	2.86	84	S (B>E)
2.0	Academic Anxiety	0.57	1.50	84	NS	0.34	2.69	84	S (B>E)
3.0	Self Concept								
	3.1Health &Phy.	0.40	2.17	84	S (B>E)	0.30	1.91	84	NS
	3.2Temperament.	0.27	0.11	84	NS	0.37	0.82	84	NS
	3.3Academic Stat.	0.28	1.63	84	NS	0.27	0.14	84	NS
	3.4Intell. Abilities	0.15	0.69	84	NS	0.19	0.00	84	NS
	3.5Habits & Beliv.	0.05	1.81	84	NS	0.35	5.79	84	S (B<E)
	3.6Emo.Tendency	0.39	0.28	84	NS	0.22	3.31	84	S (B<E)
	3.7Mental Health	0.18	1.27	84	NS	0.32	0.85	84	NS
	3.8SES	0.33	3.03	84	S (B<E)	0.23	2.49	84	S (B<E)
	3.9Total	0.43	1.87	84	NS	0.53	3.22	84	S (B<E)
4.0	Study Involvement	0.30	0.85	84	NS	0.39	0.96	84	NS
5.0	Intelligence	0.84	7.74	84	S (B<E)	0.69	7.53	84	S (B<E)
6.0	Academic Ach. Motivation	0.15	0.61	84	NS	0.37	5.81	84	S (B<E)
7.0	Academic Ach. Perception	0.36	2.02	84	S (B<E)	0.32	2.57	84	S (B<E)
8.0	Achievement (% of Marks)	0.56	8.99	84	S (B>E)	0.31	10.07	84	S (B>E)

\*B= Mean score at the Beginning of school session

E= Mean score at the End of school session



Table-61 : Comparison of Observed Gain on different Variables between High and Low Teacher Expectation Students\*

S. N.	Student Variable	Group of Students						F Value (Sig. At 0.05 level)	Eta Squa re	Direct ion of Differ ence
		High Teacher Expectation Students			Low Teacher Expectation Students					
		Mean	SD	n	Mean	SD	n			
1.0	Adjustment									
	1.1 Emotional	(-)0.20	1.21	85	(-)0.74	2.27	85	3.74 (NS)	0.02	-
	1.2 Social	(-)0.96	2.38	85	(-)0.27	2.74	85	3.11 (NS)	0.02	-
	1.3 Educational	(-)0.84	2.02	85	(-)0.71	2.65	85	0.13 (NS)	0.00	-
	1.4 Total	(-)2.00	3.64	85	(-)1.72	5.54	85	0.15 (NS)	0.00	-
2.0	Academic Anxiety	(-)0.48	2.96	85	(-)1.05	3.59	85	1.25 (NS)	0.01	-
3.0	Self Concept									
	3.1Health &Phy.	0.28	1.20	85	0.29	1.42	85	0.003(NS)	0.00	-
	3.2Temperament.	0.01	1.03	85	0.11	1.20	85	0.30 (NS)	0.00	-
	3.3Academic Stat.	0.26	1.47	85	0.02	1.57	85	1.02 (NS)	0.01	-
	3.4Intell. Abilities	0.12	1.58	85	0.00	1.68	85	0.22 (NS)	0.00	-
	3.5Habits & Behv.	0.19	0.96	85	0.58	0.92	85	7.28 (S)	0.04	L>H
	3.6Emo.Tendency	0.04	1.15	85	0.48	1.34	85	5.44 (S)	0.03	L>H
	3.7Mental Health	(-)0.19	1.37	85	0.14	1.53	85	2.19 (NS)	0.01	-
	3.8SES	0.32	0.97	85	0.35	1.31	85	0.04 (NS)	0.00	-
	3.9Total	1.02	5.04	85	1.98	5.66	85	1.34 (NS)	0.01	-
4.0	Study Involvement	(-)0.49	5.38	85	(-)0.68	6.52	85	0.04 (NS)	0.00	-
5.0	Intelligence	9.59	11.42	85	11.66	14.27	85	1.09 (NS)	0.01	-
6.0	Academic Ach. Motivation	2.76	4.34	85	3.36	5.30	85	0.65 (NS)	0.00	-
7.0	Academic Ach. Perception	4.73	21.54	85	6.34	22.73	85	0.23 (NS)	0.00	-
8.0	Previous Achievement (% of Marks)	(-)9.00	9.23	85	(-)9.64	8.83	85	0.21 (NS)	0.00	-

\*L = Low Teacher Exp. Students

H = High Teacher Exp. Students

An observation in table-60 reveals that mean emotional adjustment score of high teacher expectation students was 1.52 at the beginning of academic session, while it was found to be 1.32 at the end of the session. Observation of table-61 reveals that this lowering in mean adjustment score (indicating betterment in emotional





adjustment) was not statistically significant (0.05 level). In contrast, mean emotional adjustment score of low teacher adjustment students was 2.65 at the beginning of academic session and this went down to a statistically significant lower mean of 1.91 at the end of academic session. Thus, there was an improvement in emotional adjustment status of low teacher expectation students (note that lower scores on AISS were indicative of better adjustment). Improvement in emotional adjustment, though not statistically significant at 0.05 level, also occurred among high teacher expectation students. Comparison of gain in emotional adjustment of the two groups (table-61), however, yielded non-significant F-value at 0.05 level. Thus, it may be stated that during the academic session low teacher expectation students improved in emotional adjustment in a significant manner from their emotional adjustment at the beginning of school year, but their improvement was not significantly different from the improvement shown by high teacher expectation students (At 0.06 level, however, difference in gain in emotional adjustment attains statistical significance). These findings tend to show that no differential gain in emotional adjustment is associated with expectations held by teachers towards the two groups of students.

Mean social adjustment score of high teacher expectation students was found to be 7.09 at the beginning of school year, while it was 6.13 at the end of school year (Table-59). The change in social adjustment score of high teacher expectation students from beginning to end of school year was statistically significant at 0.05 level (Table-60), indicating an improvement in social adjustment on their part. Slight but statistically non-significant lowering was also found among low teacher expectation students between this period (Mean at beginning = 6.89; mean at end of session = 6.62). Gain in social adjustment of high teacher expectation students was; however, not significantly different from the gain in social adjustment of low



teacher expectation students (table-60). This revealed that gain in social adjustment was statistically similar between the groups of students nominated by teachers in high and low expectation groups.

Mean score on educational adjustment, associated with high teacher expectation students, was 2.86 at the beginning of school year, while this mean lowered to 2.02 at the end of school year. This lowering in mean educational adjustment among high teacher expectation students was statistically significant at 0.05 level, indicating that over the school year an improvement in educational adjustment of high teacher expectation students have occurred. Statistically significant (at 0.05 level) improvement in educational adjustment was also found to have occurred among low teacher expectation students as well. This was indicated by a lowering in mean score from beginning of school year ( $m = 3.75$ ) to end of school year ( $m = 3.05$ ) among them (table-59 and 60). Comparison of gain scores (table-60) revealed that improvement (gain) between the two groups was similar. These findings indicate that differential expectations held by teachers were not associated with differential gains in educational adjustment of high and low expectation students.

Findings presented in table- 59,60 and 61 also reveal that though both high and low teacher expectation groups of students exhibited a change (improvement) in overall adjustment from beginning to end of school year (as indicated by lowering in respective mean scores) there was no differential change between the groups. The general finding that seems to emerge from analysis of adjustment scores of high and low teacher expectation students is that adjustment of students (i.e. total adjustment as well as adjustment in emotional, social and educational dimensions) remains unassociated with the expectations held by teachers towards students.



Table-59 also presents mean scores on academic anxiety associated with high and low teacher expectation students at the beginning and end of school year. These means were 10.27 and 10.25 among high and low teacher expectation students respectively at the beginning of school year, while respective means at the end of school year were 9.79 and 9.20. Higher scores at the beginning of school year in both the groups may be indicative academic anxiety that these students might have experienced on entering a new grade, placing new demands before them. This initial anxiety seems to have lowered at the end of school year among both the groups. However, this lowering was not statistically significant among high teacher expectation students, indicating that more or less same level of academic anxiety was maintained among them (Table-60). On the other hand, lowering in academic anxiety mean score from beginning ( $m=10.25$ ) to end of school year ( $m=9.20$ ) was statistically significant among low teacher expectation students. Comparison of changes in academic anxiety between high and low teacher expectation students, however, was not found to be significantly different (0.05 level). These findings indicate that though lowering in academic anxiety among low teacher expectation students from their academic anxiety at the beginning of school year have occurred, the changes in both high and low teacher expectation groups (gains) were more or less similar. Differential teacher expectations, thus, do not seem to be associated with differential change in academic anxiety among high and low teacher expectation students.

Self Concept of high and low teacher expectation students was measured in terms of self concept pertaining to health and physique, temperamental qualities, academic status, intellectual status, habits and behavior, emotional tendencies, mental health and socio-economic status. In addition, total self-concept score of students was derived through adding self-concept scores in different dimensions.



Table-59 presents mean scores obtained by students in different dimensions as well as on total self-concept. It was found that means on self concept related with health and physique were 4.00 and 3.91 among high and low teacher expectation students at the beginning of school year. An increase in these means was observed in both the groups at the end of school year - high and low teacher expectation students respectively registering means equal to 4.28 and 4.20. Table-60 reveals that this increase in means from beginning to end of school year was not significant (at 0.05 level) among low teacher expectation students, while it was significant among students nominated in high teacher expectation group. However, it should be noted that this comparison of means obtained by the same group at two occasions (beginning and end of session) does not tell us about relative change (increase) in the two groups. A change, (increase) whether statistically significant or not at a specific level (0.05), have occurred in both the groups and our focus of attention was that whether or not changes in the two groups differed. Comparison of gain scores was carried out to analyze this aspect and it was revealed that there was no differential gain in health and physique related self concept of high and low teacher expectation students over the school year.

Non-significant change in means on self concept related with temperamental qualities, academic status, intellectual qualities and mental health over the school year were noted within both high and low teacher expectation groups of students (ref. Table-59 and 60). Comparison of gain scores of high and low teacher expectation students also revealed no significant differential gains on these self-concept-related dimensions. Evidently, these findings suggest that teacher held differential expectations are not associated with differential gain in self concept pertaining to temperamental qualities,





academic status, intellectual qualities and mental health among high and low teacher expectation students.

Findings pertaining to self-concept related with socio-economic status revealed that both high and low teacher expectation students exhibited a significant increase in the related means obtained at the beginning of school year. Thus, among high teacher expectation students this mean increased from 4.21 at the beginning of school year to 4.53 at the end of school year, while among low teacher expectation students it increased from 3.84 at the beginning of school year to 4.19 at the end of school year. These results indicate that over the school year a significant change (increase) in self-concept related with socio-economic status have occurred in both the groups. Comparison of gain scores between the two groups, however, resulted in a non-significant F-value (Table-61), showing that though SES related self concept improved in both groups, the improvement was not different between them.

Findings obtained in relation to self concept related with habits and behavior and emotional tendencies were interesting in the sense that low teacher expectation students not only improved in these areas of self concept over the school year, their improvement (gain) was significantly higher than the improvement (gain) registered by high teacher expectation students. A look into table-59 reveals that mean score on self concept related with habits and behavior achieved by high teacher expectation students was 4.44 at the beginning of school year, and it increased to 4.62 at the end of school year. However, this increase among high teacher expectation students was not statistically significant at 0.05 level (table-60). It is also evident from table-59 that low teacher expectation students attained a mean of 4.07 on this dimension of self concept at the beginning of school year and that this mean increased to 4.65 at the end of school year in



a statistically significant manner (table-60). Thus, while insignificant increase was observed among high teacher expectation students, the increase in habits and behavior related self-concept was significant among low teacher expectation students. Comparison of gain scores on this dimension between high and low teacher expectation students (table-61) showed that the increase was significantly more among low teacher expectation students than among high teacher expectation students. These findings indicate an association between teacher held expectations towards students and their gain in habits and behavior related self-concept of students over the school year.

Similar findings were obtained in relation to self concept related to emotional tendencies. High teacher expectation students registered a mean of 3.85 on this dimension at the beginning of school year and this mean increased insignificantly to 3.88 at the end of school year. On the other hand, the mean score registered by low teacher expectation students on self concept related to emotional tendencies at the beginning of school year was 3.35, which increased to 3.84 in a statistically significant (0.05 level) manner. Comparison of gain scores on this account between high and low teacher expectation students yielded a significant F-value, indicating that mean gain of low teacher expectation students was significantly higher than the mean gain of high teacher expectation students.

Analysis of total self-concept in the context of teacher expectations is also presented in table-59. High teacher expectation students scored a mean of 38.09 on total self concept at the beginning of school year and this mean increased to 39.12 at the end of school year. The corresponding means scored by low teacher expectation students were 35.05 at the beginning of school year and 37.02 at the end of school year, showing a statistically significant improvement in the self concept among low teacher expectation students over the



school year. However, comparison of gain in total self concept between high and low teacher expectation students resulted in a non-significant F-value, showing that as far as gain in total self concept is concerned, there was no significant difference between the two groups.

In general, analysis of beginning and end of the term dimensional and total self concept scores of high and low teacher expectation students, as well as comparison of gain scores between the two groups, tend to indicate that teacher expectations towards students are not associated with differential gains in health and physique, temperamental qualities, academic status, intellectual qualities, mental health, socio-economic status related self concepts and the total self concept among high and low teacher expectation students. However, there seems to be an interaction between teacher held expectations and gains made by high and low expectation students in habits and behavior and emotional tendencies dimensions of self-concept. This broad finding, however, needed to be further verified through more elaborate analysis, to be discussed later.

Analysis of study involvement in the context of teacher expectations (table-59 to 61) revealed that over the school year there were non-significant changes within high and low teacher expectation groups of students and that there was also no significant difference between high and low teacher expectation students in terms of gain over the school year in study involvement. On the other hand, significant within group changes were found to occur in both the groups in terms of intelligence. It was found that at the beginning of school year high teacher expectation students scored a mean intelligence of 99.88, which increased to a mean of 104.77 at the end of school year. On the other hand, the mean intelligence score associated with low teacher expectation students at the beginning of



school year was 77.45 and this mean increased to 89.11 at the end of school session. Increase in mean intelligence score of both the groups was statistically significant at 0.05 level (table-60). However, comparison of mean gain in intelligence between high and low teacher expectation students (table-61) revealed non-significant difference, indicating that increase in intelligence in the two groups was more or less similar. This comparison refutes the hypothesis of differential gain in intelligence associated with different expectations held by teachers.

Increase in academic achievement motivation under the influence of teacher expectations was also analyzed. It was found that mean academic achievement motivation associated with high teacher expectation students was 27.28 at the beginning of school year, while it increased to a mean of 30.05 at the end of the session. However, this increase among high teacher expectation students was not statistically significant (0.05 level). Low teacher expectation students, on the other hand, registered a mean academic-achievement -motivation score of 24.52 at the beginning of academic session and their motivation increased to a mean of 27.88 in a statistically significant manner. A comparison of gain in academic achievement motivation over the school year, however, revealed that though low teacher expectation students have shown a significant increase from their beginning-of-the-school-year status, the gains did not differ across the two groups.

Changes in the academic achievement perception over the school year followed a pattern similar to changes in intelligence, i.e. both groups exhibiting significant improvement over the school year but not differing between themselves in terms of gains. A mean academic -achievement -perception score of 143.64 was found to be associated with high teacher expectation students at the beginning of





school year. This mean increased to 148.36 at the end of school year. The mean associated with low teacher expectation students at the beginning of school year was 138.32 and it increased to 144.66 at the end of school year. Increase in academic achievement perception within both the groups was significant. However, both the groups changed in more or less similar manner, as mean gain scores of the two groups were not found to differ significantly.

Academic achievement, assessed in terms of percentage of marks obtained in preceding grade (class viii) and percentage of marks obtained at the end-of-the-session annual examination (class ix), was also analyzed in this context. It was found that mean academic achievement (% of marks) obtained by high teacher expectation students in proceeding grade (class viii) was 54.91. These students obtained a mean academic achievement (% of marks) of 45.91 in the end of the session annual examination (class ix). There was a lowering in percentage of marks obtained by these students from the marks obtained by these students in preceding grade. Low teacher expectation students showed a mean academic achievement of 46.57 in preceding grade (class viii), while their mean academic achievement in end of the present session annual examination was 36.92. A lowering in percentage of marks obtained by these students from the percentage of marks obtained in preceding grade was also present among these low teacher expectation students. This lowering in academic achievement was found to be statistically significant in the case of both the groups of students. Comparison of gains (or decrease) between the two groups revealed non-significant differences. These findings suggest that a lowering in academic achievement level be experienced by students irrespective of the fact of their being members of two different groups based on teacher expectations and that this lowering was similar between the two groups. As such these findings tend to reject the assumption that



differential academic achievement is likely to be caused by differential expectations held by teachers towards various students.

Findings presented in table-60, in general, show that changes have occurred in high and low teacher expectation groups over the school year. Such changes were observed in relation to emotional adjustment of low teacher expectation group, social adjustment of high teacher expectation group, educational adjustment and total adjustment of both high and low teacher expectations groups; health and physique related self concept of high teacher expectation group, habits and behavior related as well as emotional tendencies related and total self concept of low teacher expectation group; intelligence, academic achievement perception and academic achievement of both high and low teacher expectation groups; and, in relation to academic achievement motivation among low teacher expectation group. However, comparison of gain scores between the groups revealed that differential gains were not present in relation to most of the variables considered: only gain in relation to habits and behavior related self concept and emotional tendencies related self concept were significantly more among low teacher expectation students. In this context, it should be noted that no differential gains were observed between the two groups on major variables like total adjustment, academic anxiety, total self concept, study involvement, intelligence, academic achievement motivation, academic achievement perception and academic achievement. The conclusion that could be easily drawn from the results presented in table-61 is that teacher held high and low expectations are not associated with any differential gain in relation to these variables among high and low teacher expectation students. However, derivation of this conclusion from the findings presented in table-61 would be erroneous because of the fact that comparison of scores of high and low teacher expectation students at the beginning of school year (ref.



Table-45) revealed significant differences between these groups in relation to variables like age, total adjustment, total self concept, intelligence, academic achievement motivation and academic achievement in preceding grade. Thus, it is apparent that when we compared gain scores of high and low teacher expectation students in the preceding analysis (table-61), we were comparing groups, that were different on some of the variables from the beginning. We were, for example, comparing a gain in total adjustment of (-) 2.00 (from beginning of session mean of 11.47 to end of the session mean of 9.47) of high teacher expectation students with a mean gain in total adjustment of (-) 1.72 (from a beginning of the session mean of 13.29 to end of the session mean of 11.58). This seems unjustifiable in the sense that though a gain of one unit in adjustment from say 15 to 16 may be quantitatively equivalent to a gain of one unit in adjustment from say 25 to 26, qualitatively the initial difference in groups' status raises question to the comparability of changes (gains). Hence, it seemed more appropriate to compare gains adjusted for initial differences between the groups. The technique of Analysis of Covariance, which appropriates the criterion measures for difference in selected related variables among individuals, is suitable for this purpose\*.

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\* Analysis of Covariance as a statistical technique for establishment of equivalence between groups to be compared on selected criterion measures (McNemar, Q., 1969; Winer, B.J., 1971; Wildt, A.R. & Ahtola, O.T., 1978; Ferguson, G.A. and Takane, Y., 1989) has been indicated to be robust with respect to violation of inherent assumptions of normality and homogeneity of variance and regression co-efficient, particularly with equal and large subgroups. An additional precaution suggested in the context of analysis of variance by McNemar (1969) is to lower the level of significance to actually test the hypothesis at a specified level. He states that "if the investigator wishes to have some assurance that he is not risking the making of Type-I error more often than his chosen level for judging significance, he may wish to adopt a somewhat more rigorous level; requiring a computed F to reach the 0.01 level provides a very safe base for claiming significance at the 0.02 level". In view of this, it was decided to report the actual level of significance at which the obtained F value attains significance as well as to accept F to be significant at 0.05 level only when it attains significance at 0.03 or lesser (arbitrarily selected) level in ANACOVA undertaken in present analysis. Winer (1971) also states that "there is evidence to indicate that the analysis of co-variance is robust with respect to homogeneity assumptions on within class variances and regression co-efficients".



For the purpose of undertaking adjustment in observed gain scores, analysis of covariance was carried out taking gain in student outcomes like total adjustment, academic anxiety, total self concept, study involvement, intelligence, academic achievement motivation, academic achievement perception and academic achievement as dependent variables in separate analyses. The independent variable was teacher expectation group membership of students. Variables like total adjustment, age, total self concept, intelligence, academic achievement motivation and academic achievement in preceding grade, on which significant differences were found to exist between high and low teacher expectation students at the beginning of academic session (table-45), were used as covariates. Table-62 presents observed and adjusted mean gain scores of high and low teacher expectation students on different outcome variables, while table-63 show results obtained through ANACOVA.

**Table-62 : Observed and Adjusted Mean Gain Scores of High and Low Teacher Expectation Students on different Variables**

S. N.	Student Variables	Group of Students			
		High Teacher Expectation Students		Low Teacher Expectation Students	
		Observed Mean Gain Score	Adjusted Mean Gain Score	Observed Mean Gain Score	Adjusted Mean Gain Score
1.0	Total Adjustment	(-)2.00	(-)2.35	(-)1.72	(-)1.37
2.0	Academic Anxiety	(-)0.48	(-)0.39	(-)1.05	(-)1.14
3.0	Total Self Concept	1.02	1.30	1.98	1.70
4.0	Study Involvement	(-)0.49	(-)0.93	(-)0.68	(-)0.25
5.0	Intelligence	9.59	10.64	11.66	10.61
6.0	Academic Ach. Motivation	2.76	3.68	3.36	2.25
7.0	Academic Ach. Perception	4.73	3.51	6.34	7.56
8.0	Achievement (% of Marks)	(-)9.00	(-)6.77	(-)9.64	(-)11.88





Table-63 : Results of Analysis of Covariance for Gain in different Variables of High and Low Teacher Expectation Students

Table-63.1 : Analysis of Covariance for Gain in Total Adjustment of High and Low Teacher Expectation Students

Source of variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of Sig. At which F attains Significance).
Between Groups	31.48	1	31.48	2.18
Error	2342.37	162	14.46	NS
Total	2373.85	163		(0.14)

Table-63.2 : Analysis of Covariance for Gain in Academic Anxiety of High and Low Teacher Expectation Students

Source of variation	Adjusted Sum of Squares	Df	Mean Square	F-Value Sig. At 0.03 level (Level of Sig. At which F attains Significance.)
Between groups	18.56	18.56	18.56	1.69
Error	1783.03	162	11.01	NS
Total	1801.59	163		(0.20)

Table-63.3 : Analysis of Covariance for Gain in Total Self Concept of High and Low Teacher Expectation Students

Source of variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of Sig. At which F attains Significance.)
Between groups	5.13	1	5.13	0.24
Error	3482.42	162	21.50	NS
total	3487.55	163		(0.63)



Table-63.4 : Analysis of Covariance for Gain in Study Involvement of High and Low Teacher Expectation Students

Source of variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of Sig. At which F attains Significance).
Between groups	15.36	1	15.36	0.44
Error	5634.83	162	34.78	NS
Total	5650.19	163		(0.51)

Table-63.5 : Analysis of Covariance for Gain in Intelligence of High and Low Teacher Expectation Students

Source of variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of Sig. At which F attains Significance).
Between Groups	0.04	1	0.04	0.00
Error	22577.08	162	139.36	NS
Total	22577.12	163		(0.99)

Table-63.6 : Analysis of Covariance for Gain in Academic Achievement Motivation of High and Low Teacher Expectation Students

Source of variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of Sig. At which F attains Significance).
Between groups	50.25	1	50.25	7.09
Error	1148.63	162	7.09	NS
Total	1198.88	163		(0.009)



**Table-63.7 : Analysis of Covariance for Gain in Academic Achievement Perception of High and Low Teacher Expectation Students**

<i>Source of variation</i>	<i>Adjusted Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value (Sig. At 0.03 level (Level of Sig. At which F attains Significance).</i>
Between groups	541.89	1	541.89	1.11
Error	78864.72	162	486.82	NS
Total	79406.61	163		(0.29)

**Table-63.8 : Analysis of Covariance for Gain in Academic Achievement (% of Marks) of High and Low Teacher Expectation Students**

<i>Source of variation</i>	<i>Adjusted Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value (Sig. At 0.03 level) Level of Sig. At which F attains Significance.</i>
Between groups	861.42	1	861.42	21.26
Error	6563.55	162	40.52	S
Total	7424.97	163		(0.000)

It is evident from table-62 that observed mean gain score on total adjustment were (-) 2.00 and (-) 1.72 among high and low teacher expectation students respectively. As such there was no significant difference in these gain scores of high and low teacher expectation students even without being adjusted for covariates (total adjustment, age, total self concept, intelligence, academic achievement motivation and academic achievement in preceding grade; ref. Table-61) The adjusted mean gain scores of high and low expectation students turned out to be (-) 2.35 and (-) 1.37 respectively. The F-value (2.18) was not found to be significant at 0.03 level and attains



significance at much higher level (0.14). Hence, the hypothesis of no significant difference in gain in total adjustment may be safely accepted at 0.05 level, revealing that no differential gain in total adjustment is associated with differential expectations held by teachers towards the two groups of students.

The observed mean gain in academic anxiety of high and low teacher expectation students were found to be (-) 0.48 and (-) 1.14 respectively (Table-62). Respective gain scores, obtained through ANACOVA, were (-) 0.39 and (-) 1.14. Both unadjusted and adjusted mean gain in academic anxiety did not differ between high and low teacher expectation groups ( $F_{adj} = 1.69$ , NS at 0.03 level, attains significance at 0.20 level, hence null hypothesis may be safely accepted at 0.05 level). This finding shows that in the case of academic anxiety as well there was no significant 'effect' of expectations held by teachers towards students.

Non-significant differences in both observed (table-61) and adjusted (table- 62 and 63) mean gain scores on total self concept, study involvement, intelligence and academic achievement perception of high and low teacher expectation students were obtained. Thus, the observed mean gains on total self-concept of the two groups (High teacher expectation students = 1.02, Low teacher expectation students = 1.98), as well as adjusted mean gains on this variable (highs = 1.30, Lows = 1.70), were found to be statistically similar (respective  $F$ s being 1.34 and 0.24). Observed mean gains on study involvement were respectively (-) 0.49 and (-) 0.68 for high and low teacher expectation groups of students, and these turned out to be (-) 0.93 and (-) 0.25 after analysis of co-variance. Gain in





intelligence as indicated by both observed and adjusted mean gain scores in both the groups (Observed mean gain – high teacher exp. students = 9.59, low teacher exp. students = 11.66; adjusted mean gain- high teacher exp. students = 10.64, low teacher exp. students = 10.61) were also statistically similar (Non-significant associated F values). Same was the case in relation to gain in academic achievement perception - gain scores (both observed and adjusted) were statistically equal between the two groups of high and low teacher expectation students.

The non-significant differences in adjusted gain scores of high and low teacher expectation students in relation to total adjustment, academic anxiety, total self concept, study involvement, intelligence and academic achievement perception point out that teachers holding high and low expectations towards students do not 'cause' any significant differential gain between the two groups of students. This finding is in contrast to the self-fulfilling prophecy hypothesis proposed and shown to be true by some investigators in the field. However, it should also be kept in mind that an actual cause-effect linkage was not tested in present investigation in the sense that no induction of teachers' expectations in true experimental settings was carried out. The groups of students compared were nominated, instead of being assigned randomly to different experimental conditions by investigators, by teachers and while differences between these two groups were statistically controlled for some selected characteristics (covariates), the possibility of their still being different may not be ruled out. Nonetheless, these findings may be taken to indicate non-existence of differential teacher expectation associated gains in terms of these variables. The need of true experimental studies in Indian context is emphasized by these findings.



In contrast to the findings described in preceding sections, quite interesting results emerged in relation to gain in academic achievement motivation and academic achievement (% of marks). It was found that observed mean gain in academic achievement motivation was 2.76 among high teacher expectation students, while it was 3.36 among low teacher expectation students. Comparison of these observed mean gains on academic achievement motivation (table-61) revealed non-significant differences ( $F = 0.65$ , NS at 0.05 level). However, when gain in academic achievement motivation was adjusted for selected covariates, it was found that high teacher expectation students attained a mean gain of 3.68, while it was 2.25 in the case of low teacher expectation students. It is evident that adjustment in terms of covariates measured at the beginning of academic session (total adjustment, age, total self concept, intelligence, academic achievement motivation, academic achievement in preceding grade) increased the mean gain of high teacher expectation students from an observed value of 2.76 to an adjusted value of 3.68, and decreased the mean gain of low teacher expectation students from an observed value of 3.36 to an adjusted value of 2.25. Further, it was found that there was a significant difference in the adjusted mean gain in academic achievement motivation between high and low teacher expectation students ( $F_{adj} = 7.09$ , Sig. At much lower level (0.009) than the arbitrarily selected level (0.03) for claiming significance at 0.05 level). This suggests that gain in academic achievement motivation was relatively more pronounced among high teacher expectation students and the hypothesis of no significant differential gain may be rejected at 0.05 level. Gain in achievement motivation, thus, tended to be higher among students towards whom teachers held positive expectations for end-of-the-term academic achievement.



It should be recalled (table-61) that comparison of observed gain scores in academic achievement marks (%) between high and low teacher expectation students (i.e., gain in percentage of marks in class ix annual examination from percentage of marks obtained in preceding grade (class viii) resulted in a non-significant F-value, revealing that both the groups of students experienced more or less similar 'gain' in it. It should be noted that the 'gain' marks of both these groups were in negative direction (High teacher exp. students = (-) 9.00, Low teacher exp. students = (-) 9.64), which indicates that in actual terms these gain scores represented a lowering in academic achievement (i.e., % of marks) from class viii to class ix: operation of some extrinsic factor(s) is evident. Comparison of adjusted gain in academic achievement (table-62 and 63), however, brought forth a significant finding in this context. It was found that the value of adjusted mean gain in academic achievement among high teacher expectation students was (-) 6.77, while this value was equal to (-) 11.88 among low teacher expectation students. It was also revealed that these two adjusted mean gain scores differed significantly at 0.05 level. Thus, it is apparent that while a lowering in academic achievement (% of marks obtained) has occurred in both the groups, this lowering was more pronounced ( $F = 21.26$ , Significant at much lower level (0.00) than the arbitrarily selected level (0.03) for claiming significance at 0.05 level) among low teacher expectation students. In other words, it may be stated that among high teacher expectation students the trend of lowering in academic achievement got arrested as compared to the students of low teacher expectation group. By implication it may be stated that high teacher expectations somehow remain associated with better end-of-the-term academic achievement as compared to low teacher expectations. This conclusion becomes more apparent when instead of comparing adjusted gains in academic achievement, we compared



adjusted percentage of marks obtained by high and low teacher expectation students (table-64). The significant value of F in table-64 indicates that high teacher expectation students obtained significantly higher adjusted academic achievement marks (%) in grade ix than their low teacher expectation counterparts.

Table-64 : Analysis of Covariance for Academic Achievement Marks of High and Low Teacher Expectation Students at the End of the Session (Class ix).

<i>Source of variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Sig at 0.03 level (Level of Sig. At which F attains Significance)</i>
Between groups	861.42	1	861.42	21.26
Error	6563.55	162	40.52	S
Total	7424.97	163		(0.000)

It should be recalled that in table-61 observed gains of high and low teacher expectation students along three dimensions of adjustment and along eight dimensions of self-concept were compared. In these comparisons it was found that there was no significant difference in observed gain in emotional, social and educational adjustment of the two groups of students. It was also found that while mean gain in self concept related with health and physique, temperamental qualities, academic status, intellectual qualities, mental health and socio-economic status did not vary between the two groups, there existed significant differences in the mean observed gain of high and low teacher expectation students along habits and behavior and emotional tendencies dimensions of self concept. A comparison of high and low teacher expectation students on adjusted gain scores (adjusted for total adjustment, age, total self concept, intelligence, academic achievement motivation, assessed at the beginning of academic session, and academic





achievement in the preceding class) along these dimensions of adjustment and self concept was carried out to throw further light on this aspect. Table-65 and 66 present the findings obtained.

**Table-65 : Observed and Adjusted Mean Gain Scores of High and Low Teacher Expectation Students on Different Dimensions of Adjustment and Self-Concept**

S. N.	Student Variables	Group of Students			
		High Teacher Expectation Students		Low Teacher Expectation Students	
		Observed Mean Gain	Adjusted Mean Gain	Observed Mean Gain	Adjusted Mean Gain
1.0	Adjustment				
	1.3 Emotional	(-)0.20	(-)0.35	(-)0.74	(-)0.59
	1.2 Social	(-)0.97	(-)0.95	(-)0.27	(-)0.29
	1.3 Educational	(-)0.84	(-)1.05	(-)0.71	(-)0.49
2.0	Self Concept				
	2.1 Health & Phy.	0.28	0.28	0.29	0.30
	2.2 Temperament.	0.01	0.04	0.11	0.08
	2.3 Academic Stat.	0.26	0.24	0.02	0.04
	2.4 Intell. Abilities	0.12	0.10	0.00	0.02
	2.5 Habits & Behv.	0.19	0.28	0.58	0.49
	2.6 Emo. Tendency	0.04	0.16	0.48	0.36
	2.7 Mental Health	(-)0.19	(-)0.12	0.14	0.08
	2.8 SES	0.32	0.33	0.35	0.34

It is evident from table-65 that adjusted mean gain scores of high and low teacher expectation students along all the three dimensions of adjustment showed lowering in scores. It should be recalled that that low values on adjustment scale used in the study were indicative of better adjustment. Hence, it may be stated that over the school year both the groups of students showed an improvement in their educational, social and emotional adjustment. A comparison of gain scores between the two expectation groups of students along all the three dimensions of adjustment (Table-66.1.



66.2, 66.3) indicated non-significant differences in gain scores. Read with the findings shown in table-61, the present analysis again establishes the fact that no differential gain in emotional, social and educational adjustment is associated with teacher expectation group membership of students. This finding is in line with the finding obtained in relation to gain in total adjustment (table-62 and 63), and it could be stated that differential expectations held by teachers towards students are not associated with differential gains in emotional, social, educational and total adjustment of students nominated by teachers in high and low expectation groups.

Table-66 : Results of Analysis of Covariance for Gain in Different Dimensions of Adjustment and Self-Concept

Table-66.1 : Analysis of Covariance for Gain in Emotional Adjustment

Source of Variation	Adjusted Sum of Squares	df	Mean Square	F-Value Significance at 0.03 level (Level at which F attains significance)
Between Groups	2.03	1	2.03	0.66
Error	498.31	162	3.08	NS
Total	500.34	163		(0.42)

Table-66.2 : Analysis of Covariance for Gain in Social Adjustment

Source of Variation	Adjusted Sum of Squares	df	Mean Square	F-Value Significance at 0.03 level (Level at which F attains Significance)
Between Groups	14.55	1	14.55	2.74
Error	861.70	162	5.32	NS
Total	876.25			



Table-66.3 : Analysis of Covariance for Gain in Educational Adjustment

<i>Source of Variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Significance at 0.03 level (Level of Significance at which F attains significance)</i>
Between Groups	10.37	1	10.37	2.38
Error	707.38	162	4.37	NS
Total	717.75	163		(0.13)

Table-66.4 : Analysis of Covariance for Gain in Health and Physique related Self Concept

<i>Source of Variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Significance at 0.03 level (Level of Sig. At which F attains significance)</i>
Between Groups	0.01	1	0.01	0.00
Error	284.43	162	1.76	NS
Total	284.44	163		(0.95)

Table-66.5 : Analysis of Covariance for Gain in Temperamental Qualities related Self Concept

<i>Source of Variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Sig. at 0.03 level (Level of significance at which F attains significance)</i>
Between groups	0.03	1	0.03	0.03 Check
Error	199.47	162	1.23	NS
Total	199.50	163		(0.87)



Table-66.6 : Analysis of Covariance for Gain in Academic Status related Self Concept

<i>Source of Variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Sig. At 0.03 level (Level of Significance at which F attains significance)</i>
Between groups	1.28	1	1.28	0.61
Error	341.16	162	2.11	NS
Total	342.44	163		(0.44)

Table-66.7 : Analysis of Covariance for Gain in Intellectual Qualities related Self Concept

<i>Source of Variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Sig. At 0.03 level (Level of Significance at which F attains significance)</i>
Between Groups	0.24	1	0.24	0.10
Error	386.59	162	2.39	NS
Total	386.83	163		(0.75)

Table-66.8 : Analysis of Covariance for Gain in Habits and Behavior related Self Concept

<i>Source of Variation</i>	<i>Adjusted Sum of Square</i>	<i>df</i>	<i>Mean Square</i>	<i>F-Value Sig. At 0.03 level (Level of Significance at which F attains significance)</i>
Between Groups	1.49	1	1.49	1.77
Error	136.23	162	0.84	NS
Total	137.72	163		(0.19)





Table-66.9 : Analysis of Covariance for Emotional Tendencies related Self Concept

Source of Variation	Adjusted Sum of Square	df	Mean Square	F-Value Sig. At 0.03 level (Level of Significance at which F attains significance)
Between Groups	1.36	1	1.36	0.97
Error	227.03	162	1.40	NS
Total	228.39	163		(0.33)

Table-66.10 : Analysis of Covariance for Gain in Mental Health related Self Concept

Source of Variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of Significance at which F attains significance)
Between groups	1.31	1	1.31	0.66
Error	323.95	162	2.00	NS
Total	325.26	163		(0.42)

Table-66.11 : Analysis of Covariance for Socio-Economic Status related Self Concept

Source of Variation	Adjusted Sum of Squares	df	Mean Square	F-Value Sig. At 0.03 level (Level of significance at which F attains significance)
Between groups	0.01	1	0.01	0.01
Error	196.60	162	1.21	NS
Total	196.61	163		(0.94)

Table-65 also shows mean gain scores (observed and adjusted) of high and low teacher expectation students along eight dimensions of self-concept. Except on mental health dimension of self concept among high teacher expectation students, observed and adjusted gain scores along all other dimensions among both the groups were in positive values, indicating improvement in self concept in various



areas. Comparison of this improvement (indicated by positive gain scores), adjusted for total adjustment, age, total self-concept, intelligence, academic achievement motivation and academic achievement at beginning of the academic session, revealed non-significant differences between the two groups. It reveals that no significant difference in gain in these dimensions was associated with students nominated in students nominated in high and low teacher expectation groups. This non-significant difference in gain was even present in the case of mental health dimension, in which high teacher expectation students showed a negative mean gain score, while low teacher expectation students showed a positive mean gain score. It should be noted that the significant difference in habits and behavior and emotional tendencies related observed gain of high and low teacher expectation students, obtained in table-61, disappeared when adjusted gain scores on these dimensions were compared. It thus seems that the difference in observed gain scores on habits and behavior, as well as on emotional tendencies, was mainly due to other factors (covariates) and as such teacher expectation group membership was not associated with any differential gain in these dimensions.

Analysis of various student outcomes in the context of teacher expectations, as shown in table-59 to 66, reveals that nomination of students into high and low teacher expectation groups (and by implication teacher's high and low expectations held towards various students) is not associated with differential gains in terms of emotional adjustment, social adjustment, educational adjustment and total adjustment. There was also no significant differential gain associated with membership of high and low teacher expectation groups in terms of self concept (Total self concept and its eight dimensions), academic anxiety, study involvement, intelligence and academic achievement perception. However, it was found that



nomination of students into high and low teacher expectation groups remains associated with differential gain over the school year in academic achievement motivation and actual academic achievement (% of marks). In the case of these two outcomes, students nominated in high teacher expectation group tended to show positive 'effects' of their expectation group membership. High teacher expectations, thus, seem to influence student's motivation for academic achievement and their actual academic achievement in a positive manner.

The data analysis reported in this chapter mainly explored presence of generalized teacher expectations among high school level teachers and attempted to find out interrelationships between generalized expectations held by teachers and their selected characteristics, as well as individualized expectations held by them. A comparison of the characteristics of high and low teacher expectation students was undertaken to understand student-characteristics on which teachers are likely to base their expectations towards individual students. Classroom behavior of teachers towards students nominated in high and low teacher expectation groups was compared so as to understand the communicative aspect of teacher expectation cycle. Finally, analysis of student outcomes in the context of teacher expectations was undertaken. These various facets of data analysis brought forth-significant findings, facilitating derivation of important conclusions and implications for teaching, research and policy. These aspects are discussed in the next chapter.



## *CHAPTER-V*

### **Summary, Findings, Conclusions and Implications**

Teacher expectation cycle and self-fulfilling prophecy hypothesis provided the backdrop in which present study was undertaken among high school level in-service teachers of District Almora, U.P., India. The study primarily assumed that teachers perceive various characteristics of their students both inside and outside the classrooms, and on the basis of these perceptions develop expectations for the academic achievement of different students. This academic achievement related expectations might be classified as generalized teacher expectations when these are oriented towards groups of students defined in terms of different characteristics. On the other hand, it was also assumed that teachers as well hold expectations towards individual children of their classroom and tend to hold high or low expectations for their end-of-the-term academic achievement. Once formed, teacher expectations towards students act as powerful influences, which shape teacher behavior towards students and, thus, ultimately result in differential attainment of various student outcomes.

Designed in view of above primary assumptions, the present study focussed its attention on (i) surveying presence of a set of generalized teacher expectations among in-service teachers of high school level, (ii) analyzing association between selected teacher characteristics with their generalized expectations, (iii) eliciting individualized teacher expectations in specific classroom settings,





and (iv) analyzing association between generalized expectations of teachers and their individualized expectations, as expressed through nomination of students into high and low expectation groups. In line with theoretical and empirical approaches adopted by different investigators working in the field, the study also attempted to analyze and understand the communicative aspect of teacher expectation cycle through observing and comparing behavior of teachers towards students for whom they held high and low academic-achievement-related-expectations. Finally, in view of the proposition that teacher held expectations towards individual students tend to get crystallized in differential gains in various student outcomes, the study attempted to analyze gain in student outcomes like adjustment, academic anxiety, self-concept, study involvement, academic achievement motivation, academic achievement perception and actual academic achievement of students.

The broad objectives of the study specified two stages, viz. Survey of generalized teacher expectations and study of teacher behavior and student outcomes in the context of individualized teacher expectations. A sample of 335 teachers, teaching in high school level classes of randomly selected 38 schools of District Almora, was drawn to survey the generalized expectations. Teacher's Personal Information Schedule, Socio-Economic- Status Scale, Job Satisfaction Scale, Teacher Attitude Inventory and Teacher Expectation Bias Questionnaire were used at the survey stage to collect pertinent data. Information like sex, age, caste group, educational status, study discipline, teaching experience, teacher training status, as well as responses on 10 attitudinal items were collected through the specifically designed Teacher's Personal Information Schedule. Socio-Economic-Status Scale (Bhardwaj et al. 1989) was used to find out the SES group of teachers. Job



Satisfaction Questionnaire (Kumar and Mutha, 1975) and Teacher Attitude Inventory (Ahluwalia, 1978) were used at survey stage to assess teachers' job satisfaction level and attitude towards teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers. Specifically designed Teacher Expectation Bias Questionnaire, which attempted to elicit generalized teacher expectations in terms of student variables like sex, caste group, socio-economic status group, age group, previous achievement group, physical attraction group and name stereotype group, was used to elicit generalized expectations of teachers.

For the study of teacher behaviors towards high and low teacher expectation students and the study of student outcomes in the context of teacher expectations, ten schools and two teachers from each of these ten schools were randomly selected. A sample loss of three teachers, due to reluctance shown by teachers for observation of their teaching process in real classrooms occurred, resulting in selection of 17 teachers for study in stage-II. Each of these 17 teachers was asked to name five students of his/her class for whom he/she expected very high end-of-the-term academic achievement. Similarly, each of these 17 teachers was asked to name five students of his/her class (IX) for whom he/she expected very low end-of-the-term academic achievement (i.e. percentage of marks in examination). These nominations of students into high and low end-of-the-term expected achievement groups were obtained from teachers at the beginning of academic session (July 1996). Names of 85 students for whom teachers held academic achievement related high-individualized expectations and 85 students for whom teachers held academic achievement related low individualized expectations were thus obtained.



At the beginning of school session (July, 1996) each of these high and low teacher expectation student was tested with the help of Student's Personal Information Schedule, Socio-Economic-Status Scale (Bhardwaj et al, 1989), Samoochik Mansik Yogyata Pariksha (Group Test of Intelligence: Tandon, 1971), Adjustment Inventory for School Students (Sinha and Singh, 1993), Swatva Bodh Parikshan (Test of Self concept: Sherry et al, 1988), Academic Achievement Motivation Test (Sharma, 1984), Study Involvement Inventory (Bhatnagar, 1982), Academic Anxiety Scale for School Children (Singh and Sengupta, 1986) and Academic Achievement Perception Scale (Bisht and Pathani, 1984). In addition to eliciting information like sex, age, caste group, study discipline etc., Student's Personal Information Schedule asked students to report their academic achievement (total marks obtained/ maximum marks) in the annual examination of class-VIII. From this percentage of marks obtained in class-VIII was derived as an index of previous achievement. Normal teaching occurred in these classrooms from July 1996 to May, 1997 and no experimental induction of teacher expectations was induced. During the academic session 1996-97 (during Nov.- Dec. 1996) investigators observed each of these classes at two occasions, for duration of 35 minutes at each occasion. Good and Brophy's (1994) Dyadic Interaction Analysis System was used to analyze teacher behavior towards students nominated by them into high and low teacher expectation groups.

At the end of school year (May, 1997) student's adjustment, intelligence, self concept, academic anxiety, study involvement, academic achievement motivation and academic achievement perception were re-tested with the help of research tools also used at the beginning of school year. Total marks obtained in the annual examination of class-IX, out of maximum marks, were collected from



school records with the help of Principals/ teachers of the school and from these percentages of marks obtained in end-of-the-term annual examination were derived. Gain scores on various student outcomes (adjustment, academic anxiety, self concept, study involvement, intelligence, academic achievement motivation, academic achievement perception and academic achievement) were computed through subtracting scores obtained at the beginning of academic session from the scores obtained at the end of the academic session.

Data analysis of the study was carried out in view of the various hypotheses proposed to be tested through the study. Data collected at the survey stage were analyzed to test following two hypotheses.

Hypothesis 1.0. : Distribution of teachers in various categories of generalized teacher expectations does not differ significantly from equal probability distribution.

Hypothesis 2.0. : There is no significant association between teachers' generalized expectations and their different personal, socio-economic and socio-psychological variables.

Hypothesis 1.0. was further analyzed into seven sub-hypotheses (ref. Chapt-II) in relation to seven characteristics of students for which generalized expectations were explored (Sex, caste group, SES group, age group, previous achievement group, physical attraction group, name stereotype group). Hypothesis 2.0 was also sub-divided in terms of the seven generalized teacher expectations explored in the study as well as in terms of different personal (educational status, study discipline at graduate level, age, length of teaching experience, teacher training





status), socio-economic status category and socio-psychological (job-satisfaction, teacher attitude towards teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers; and response on certain attitudinal items specified by investigators in Teacher's Personal Information Schedule) variables of the study.

In order to test the association between generalized and individualized teacher expectations, a specific hypothesis was formulated, stating that: .

Hypothesis 3.0: Nomination of students into high and low individualized teacher expectation categories by teachers holding different generalized expectations is not significantly associated with the related characteristic of their students.

More specific sub-hypotheses were derived from Hypothesis 3.0 in view of particular student characteristics and particular group of teachers holding particular generalized teacher expectation (Ref. Chapt-II).

One of the major objectives of the present study was to understand the bases on which in-service teachers of high school level in Indian settings tend to formulate their individualized expectations towards students. In order to explore this aspect, characteristics of students nominated in high and low teacher expectation groups were compared at the beginning of academic session. Two hypotheses were specifically tested to explore this aspect. These were:



Hypothesis 4.0: There is no significant difference in the composition of high and low individualized teacher expectation group of students in terms of characteristics like sex, caste group, and socio-economic status group.

Hypothesis 5.0: At the beginning of academic session there is no significant difference between students nominated in high and low individualized teacher expectation groups in relation to variables like age, previous achievement (i.e. percentage of marks obtained in preceding grade-VIII), self-expected end-of-the-term academic achievement level, self-ratings in selected areas, intelligence, adjustment, self concept, academic achievement motivation, study involvement, academic anxiety and academic achievement perception.

The aspect of teacher behavior towards students for whom they hold high and low expectations was explored under Hypothesis 6.0. It specified that there is no significant difference in the frequency of teacher contacts with individual students nominated by them in high and low individualized teacher expectation groups in terms of dyadic interaction variables. Descriptive percentage analysis of frequency of teacher-contacts with the two groups of students was carried out to explore this aspect.

One of the most important propositions in teacher expectation research is that differential expectations held by teachers for differential academic achievement among students tend to get fulfilled. This proposition was tested in present study through comparing gains in selected student-outcomes shown by students



nominated in high and low teacher expectation groups over the school year. The hypothesis tested in this context specified that:

Hypothesis 6.0: There is no significant difference in gain in various student outcomes over the school year between students nominated in high and low individualized teacher expectation groups. The student outcomes include intelligence, adjustment, self-concept, academic achievement motivation, study involvement, academic anxiety and academic achievement perception.

One-sample Chi-square test was used to test hypothesis 1.0, while computation of Chi-square, Contingency Coefficient and Lambda were undertaken to test hypotheses involving qualitative variables (Hypothesis 2.0, 3.0, 4.0 and part of Hypothesis 5.0). Analysis of variance was adopted to compare high and low teacher expectation group of students on variable of age, adjustment, self concept, intelligence, study involvement, academic achievement motivation, academic anxiety, academic achievement perception and academic achievement at the beginning of school year (part of Hypothesis 5.0). Gain scores in various student outcomes over the school year were compared between the two groups of students after adjusting for differences existing between the groups at the beginning of school year through ANACOVA (Hypothesis 6.0).

Data analysis carried out in the context of present study brought forth-significant findings that could be summarized as follows.



## Findings of the Study

1. The first finding, obtained in the context of Hypothesis 1.0, revealed that the observed distribution of teachers in various categories of different generalized expectations differed significantly from equal probability distribution. It meant that in some of the categories of different generalized expectations the observed frequency of teachers was significantly different from expected frequency based on equal chance occurrence. It was revealed that high school level in-service teachers tended to be more frequently girls positive (47% approx.) than being boys positive (16% approx.) or sex neutral (37%); more frequently general caste positive (63% approx.) than being positive towards students of Scheduled Castes (1.2%), Scheduled Tribes (1.2%), Other Backwards Castes (3.6%) or being caste neutral (31.30%); and more often being middle SES positive (47.2%) than being high SES positive (27.5%), low SES positive (4.2%) or SES neutral (21.2%). More often than equal chance occurrence, these teachers tended to hold positive generalized expectations towards students with high previous academic achievement (71.9%) and only 11% of them showed positiveness towards students with low previous academic achievement. In general, teachers more often tended to hold positive generalized expectations towards students who are lower in age from their same-grade fellow students (40%) and a lesser number of them held positiveness towards students higher in age (25.4%). The frequency distribution of teachers obtained in relation to physical attraction group based generalized expectations also differed significantly from equal chance distribution. It was found that more teachers tended to be either holding positive expectations towards physically attractive students (45%) or remained neutral in this respect (45%) - few teachers expressed positiveness towards physically unattractive





students (10%). In the context of generalized teacher expectations towards students with positive and negative name stereotypes, it was found that a large number of teachers (approx. 56%) remained neutral in relation to name stereotype variable, only about 39% showed positiveness towards students with positive names and few (about 5%) showed positiveness towards students with negative names. Hypothesis 1.0, specifying no significant difference in distribution of teachers in to various categories of different generalizes teacher expectations from the frequency distribution based on equal probability was, thus, rejected for all the generalized expectations explored in the study.

2. Test of Hypothesis 2.0, with its component sub-hypotheses, revealed that there was significant association between sex group based generalized expectations of teachers and their response on attitudinal statement specifying that "long experience of the teacher provides him/her an ability to know about students' interest in studies just by looking at them" (attitudinal statement no. 10). However, no significant association was found to exist between sex group based generalized expectations of teachers and their own sex group, age group, teaching experience group, study discipline at graduate level, socio-economic status group, educational status, job satisfaction level, their attitudes (towards teaching profession, classroom teaching, child centered practices, educational process, pupils, teacher, total attitude) and their responses on other specific attitudinal items. The association between teachers' response on attitudinal statement-10 was such that teachers who believed in the ability of teachers to come to know about students' interest in studies just by looking at them, tended to be more often biased towards one of the two sex groups of students than being sex neutral.



Non-significant associations were found to exist between caste group based generalized teacher expectations and teacher characteristics like sex, teaching experience, educational status, study discipline at graduate level and socio-economic status. Independence of caste group based generalized teacher expectations and teacher attitudes like attitude towards teaching profession, classroom teaching, child centered practices, educational process, pupils, teachers, and total attitude was revealed. Independence between caste group based generalized teacher expectations and teachers' job satisfaction as well as responses on various attitudinal statements, except one, was brought forth by data analysis. Significant associations, however, were found to exist between caste group based generalized expectations of teachers and their caste group as well as between caste group based generalized expectations and response on attitudinal statement specifying that "presence of students with unequal abilities in the class hinders the process of teaching". Teachers of 'general' caste group tended to be more often biased on the basis of caste group of students and had a tendency to hold positive expectations towards students of 'general' castes. More of the teachers of 'Others' group were found to be caste neutral in this context. The significant association found between caste group based generalized expectations of teachers and their response on the specific attitudinal statement, however, could not be taken to be final as the cross-tabulation did not fulfill conditions of computing the Chi-square.

Socio-economic status based generalized teacher expectations were not found to be significantly associated with teacher characteristics like caste group, age, SES, teaching experience, educational status, study discipline at graduate level, job satisfaction level, and attitude towards teaching profession, classroom



teaching, child centered practices and teachers. Non-significant association also existed between SES based generalized teacher expectations and teacher response on various attitudinal statements. In contrast, associations between SES based generalized teacher expectations and teacher attitude towards educational process as well as towards pupils were significant: teachers holding positive attitude towards educational process relatively less often tended to be SES neutral and were relatively more frequently middle SES positive; and teachers holding average attitude towards pupils less often tended to be SES neutral and more often remained biased on account of SES. Sex of the teacher was also found to interact with teacher's SES based generalized expectations: the trend of frequencies suggested that while SES neutrality tended to be relatively more prevalent among female teachers, relatively more male teachers tended to be positive towards students of high SES.

Previous achievement group based generalized teacher expectations were found to be independent of teacher's caste group, age group, teaching experience group, educational status, study discipline at graduate level, SES, job satisfaction level, and their attitudes towards teaching profession, classroom teaching, child centered practices and towards educational process. Similarly, no association was found to exist between teacher's response on most of the attitudinal statements and their previous achievement group based generalized expectations (except on statement-2 : it is erroneous to expect from teacher that he/she will teach all students equally). However, significant associations were found to exist between previous achievement group based generalized expectations and teacher characteristics like sex, attitudes towards pupils, teachers and total attitude. It was found that relatively more female teachers were previous achievement group neutral, while more of male teachers



were biased on the basis of this variable; relatively less number of teachers holding average attitude towards pupils were previous achievement group neutral and relatively more of them were biased on this account; and, relatively less number of teachers holding positive attitude towards teachers were previous achievement group neutral, relatively more of them being biased in this connection. In the context of total attitude, it was found that teachers who held negative attitude tended to be relatively more often neutral and relatively less often biased on account of previous achievement of students.

It was found that age group based generalized teacher expectations were independent of teacher characteristics like their caste group, educational status, study discipline at graduate level, socio-economic status, job satisfaction level and attitude towards various dimensions (except attitude towards pupils) and total attitude. Non-significant associations were also found to exist between teacher's response on various statement statements (except statement-4). On the other hand, age group based generalized teacher expectations were found to be significantly associated with teacher's sex group, age group, teaching experience group, attitude towards pupils and response on the statement specifying that "teaching behaviors of teachers get influenced by the socio-economic background of students"(statement-4). As compared to male teachers, female teachers more often tended to be age group neutral. The trend of frequencies pointed out that high age group positiveness tended to be relatively more prevalent among teachers of high age group, low age group positiveness among average age group and age neutrality among teachers of low age group. A similar pattern existed in relation to teaching experience. In relation to association between teachers' attitude towards pupils and their age group based generalized





expectations, it was found that while high age group positiveness tended to be relatively more prevalent among teachers holding negative attitude towards pupils, low age group positiveness tended to be more prevalent among teachers holding positive to average levels of attitude towards pupils. The findings also revealed that while more or less equal percentage of teachers agreeing, indefinite or disagreeing with the statement that "teaching behaviors of teachers get influenced by the socio-economic background of students" expressed positiveness towards high age group of students, there existed a difference in the frequency of the three groups of teachers showing low age group positiveness: a higher frequency of teachers agreeing with the statement showed positiveness towards low age group of students.

Physical attraction group based generalized expectations of teachers were found to be significantly associated with their sex and response on the statement specifying "presence of students with unequal abilities in the classroom hinders teaching process", while these expectations were found to be independent of teacher's caste group, age group, teaching experience group, educational status, study discipline at graduate level, SES, attitude towards various dimensions studied and response on 9 of the 10 statements included in Teacher's Personal Information Schedule. It was found that physical attraction neutrality in the context of generalized teacher expectations tends to be more prevalent among female teachers, while a relatively larger proportion of male teachers tend to be physical attraction positive. In relation to response on the attitudinal statement, findings revealed that while frequency of teachers agreeing and disagreeing with the statement were more or less equal in physical attraction positive category, a larger frequency of disagreeing teachers were physical-attraction neutral.



Findings also revealed that there were no significant associations between name stereotype based generalized expectations and teacher characteristics like their caste group, age group, teaching experience group, study discipline at graduate level, SES and job satisfaction level. No significant associations were also found to exist between teacher attitudes like attitude towards teaching profession, classroom teaching, child centered practices, educational processes, pupils, teachers, total attitude and the name stereotype based generalized expectations of teachers. Similarly, no significant association existed between name stereotype based expectations and teacher's response on various statement, except the statement specifying that "presence of students with unequal abilities in the classroom hinders teaching process". On the other hand, significant association existed between name stereotype based generalized expectations and teacher's sex educational status and response on the above-mentioned statement. In these contexts, it was found that the tendency of being biased on the basis of student's name stereotype was relatively more prevalent among male teachers, graduate teachers more frequently held negative name stereotype positiveness, post-graduate teachers were relatively more prevalent in name stereotype neutral category and that relatively more of the teachers agreeing with the specific statement (statement-3) were positive towards positive name stereotypes.

In general, it was revealed by the study that generalized expectations of teachers based on different characteristics of students were associated with specific teacher characteristics: sex based generalized expectations were associated with teacher's response on a specific statement (statement-9); caste group based generalized expectations with their caste group and a specific attitudinal statement (statement-3); SES group based generalized



expectations with teacher's sex and attitude towards educational process and pupils; and previous achievement group based generalized expectations with teacher's sex, attitude towards pupils, teachers and total attitude as well as response on a particular statement (statement-2). Similarly, significant associations were found between age group based generalized expectations of teachers and their sex, age, teaching experience, response on statement-4 and attitude towards pupils; between physical attraction group based generalized teacher expectations and their sex and response on statement-3; and between name stereotype group based expectations and teacher's sex, educational status and response on statement-3. Hypothesis 3.0 was, therefore, untrue in these cases, while in remaining cases it was found to be true.

3. Hypothesis 3.0, specifying that nomination of students into high and low individualized teacher expectation groups by teachers holding different generalized expectations is independent of the related student characteristic, was tested for sex, caste, socio-economic status, previous achievement and age characteristics of students among teachers holding specific generalized expectations. Thus association between sex of student with their nomination into high and low individualized teacher expectation groups was tested separately among boys positive, girls positive and sex neutral teachers. No significant association between nomination in the two individualized teacher expectation groups and sex of students was found in the case of boys positive and girls positive teachers, while significant association was found to exist in the case of teachers expressing sex-neutrality in their generalized expectations: positiveness towards female students in relation to individualized expectations (nominations) was found to be adopted by some teachers expressing sex-neutrality in a generalized way.



Association between caste group characteristic of students and their nomination in high and low expectation groups by teachers was also tested among teachers holding different caste group based generalized expectations. Non-significant association between caste group of the student and nomination in high and low teacher expectation groups was found to exist among 'general' caste positive group of teachers, 'others' positive teachers and caste neutral teachers.

Non- significant association was also found to exist between socio-economic' status group of students and their nomination in high and low teacher expectation groups in the case of high SES positive, low SES positive and SES neutral teachers.

Significant association was found to exist between student's previous achievement group and his/her nomination in high and low teacher expectation groups in the case of teachers who expressed high previous achievement group positiveness in a generalized manner. However, no such association existed in the case of teachers expressing low previous achievement group positiveness and previous achievement group neutrality in their generalized expectations. High previous achievement group positive teachers tended to nominate significantly higher percentage of students with high previous achievement in high teacher expectation group.

Nomination of students into high and low teacher expectation groups was not found to be associated with student's age group in the case of teachers expressing high age group positiveness in their generalized expectations, as well as in the case of teachers expressing age group neutrality. On the other hand, significant association existed between student's age group and nomination in high and low teacher expectation groups in the case of teachers





expressing low age group positiveness in their generalized expectations. Such low age group positive teachers relatively more often tended to nominate students of lower age into high expectation group.

Hypothesis 3.0 was thus rejected in the case of nomination of male and female students by sex neutral teachers, nomination of students with high and low previous achievement by high previous achievement group positive teachers and nomination of students of high and low age groups by low age group positive teachers. In other cases, this hypothesis was accepted.

4. Hypothesis 4.0, specifying that there is no significant difference in the composition of high and low individualized teacher expectation based groups of students in terms of characteristics like sex, caste group and socio-economic status group was tested through computing Chi-square values for respective cross-tabulations. It was found that while there was no significant difference in the sex-wise composition of high and low teacher expectation groups of students, students of general caste group were represented in high teacher expectation group in significantly larger percentages. A test of third sub-hypothesis could not be undertaken as the related cross-tabulation did not satisfy conditions for meaningful computation of Chi-square. Hypothesis 4.0 was thus only partially accepted.

5. The fifth hypothesis of the study specified that at the beginning of academic session there is no significant difference between students nominated in high and low individualized teacher expectation groups in relation to variables of age, previous achievement, intelligence, adjustment, self concept, academic achievement motivation, study involvement, academic anxiety and



academic achievement perception. This hypothesis also prescribed existence of no significant differences in the self-expected end-of-the-term academic achievement levels and self-ratings in selected areas by students nominated in high and low teacher expectation groups. A test of this hypothesis was undertaken through comparing these two groups on quantitative variables with the help of ANOVA and utilizing Chi-square test for qualitative variables. The findings revealed that there was no significant difference between the two groups in social adjustment and self-concept related to health and physique, academic status, and intellectual abilities. Non-significant differences were also found to exist in study involvement, academic anxiety and academic achievement perception. On the other hand, high and low teacher expectation students were found to differ significantly in terms of emotional adjustment, educational adjustment and self concepts related to temperamental qualities, habits and behavior, emotional tendencies, mental health and socio-economic status. Significant differences also existed between these two groups in relation to age, total adjustment, total self concept, intelligence, academic achievement motivation and percentage of marks obtained in preceding grade (VIII). These findings revealed that at the beginning of academic session, students nominated in high teacher expectation group were better adjusted (in total as well as emotionally and educationally), had better self concept (total as well as in dimensions like temperamental qualities, habits and behavior, emotional tendencies, mental health and socio-economic status) and intelligence. High teacher expectation students also showed higher academic achievement motivation and had achieved higher percentage of marks in preceding (grade-VIII) examination. In contrast, high teacher expectation students were lower in age as compared to low teacher expectation students



Comparison of high and low teacher expectation students in terms of variables like self-rated educational ability, level of participation in classroom activities, regularity in attending classes, frequencies of opportunities obtained to answer classroom questions, closeness with teachers, frequency of receiving scolding from teachers, expected achievement level in current year's annual examination and position obtained in last year's examination, revealed that the two groups differed significantly in terms of self-rated educational ability, self-rated closeness with teachers, self-rated frequency of receiving scolding from teachers, self-rated expected achievement level in current year's annual examination and position obtained in last year's examination. The trend of frequencies suggested that high teacher expectation students less often rated their educational ability as being lower than average student and more often tended to feel 'close' to their teachers than their low teacher expectation counterparts. Significantly large number of high teacher expectation students rated the frequency of receiving scolding from teachers as 'rare', while more of low teacher expectation students rated themselves as 'frequently' and 'infrequently' receiving such scolding. It was also found that more of high teacher expectation students tended to rate their end-of-the-term expected achievement level as '50% and more' as compared to low teacher expectation students and more of high teacher expectation students reported to have achieved 'first five positions' in last years examination than low teacher expectation students.

In view of above findings hypothesis 5.0 was rejected in the case of variables like age, previous academic achievement, adjustment (total, educational, emotional), self concept (total, temperamental qualities, habits and behavior, emotional tendencies, mental health, socio-economic status), intelligence and academic



achievement motivation, while it was accepted in the case of variables like social adjustment; self concept related to health and physique, academic status and intellectual abilities; study involvement, academic anxiety and academic achievement perception. This hypothesis was also rejected in the case of self-rated educational ability; self-rated closeness with teachers, self-rated frequency of receiving scolding from teachers, self-rated expected achievement in end-of-the-term examination and position obtained in last year's examination.

6. Hypothesis 6.0 directed comparison of frequency of teacher-contacts with high and low teacher expectation students in terms of dyadic interaction variables. Description of the quality and quantity of teacher contacts with the two groups of students was carried out and no statistical comparison was attempted. The study of teacher behavior towards the two groups of students indicated a higher frequency of reading turns being provided to high teacher expectation students, who were also provided relatively more direct and open questions. On their part, high teacher expectation students also availed relatively more 'call out' response opportunities. It was found that while more of choice questions were addressed to low teacher expectation students, high teacher expectation students received more of process and product questions. The frequency of providing correct answer, partially correct answer, incorrect answer and other categories of answers tended to be higher among high teacher expectation students, which tended to indicate their activism in relation to teacher's questions. Positive feedback behaviors like praise, affirmation and summarization were found to be adopted by teachers relatively more often in the context of answers given by high teacher expectation students, while negative feedback behaviors like negation and criticism remained associated with answers given by





low teacher expectation students. Giving process feedback or giving answer of questions tended to be adopted by teachers more often with high teacher expectation students than with low teacher expectation students. It was also found that sustainment of response opportunity, through behaviors like repetition, rephrasing or through providing clue, and through asking new question, was also adopted by teachers more often with high teacher expectation students.

The study also revealed that none of the low teacher expectation students initiated work-related contacts with teachers and all such contacts, though relatively few were initiated by high teacher expectation students. It was observed that while teachers initiated work related contacts with students on very few occasions, most of the times when such contacts were initiated these were with high teacher expectation students, providing them praise, process feedback, simple feedback or work related criticism. It was also observed that on the rare occasions when teachers initiated behavioral dyadic contacts, more often these were with low teacher expectation students and involved giving warnings or criticism.

In view of such patterns, it may be stated in general that teacher behavior towards high and low teacher expectation groups of students tended to differ in terms of various interaction variables. Hypothesis 6.0 is, thus, unacceptable.

7. Hypothesis 7.0 proposed that there is no significant difference in gain in various student outcomes (adjustment, academic anxiety, self concept, study involvement, intelligence, academic achievement motivation, academic achievement perception and academic achievement) over the school year between students nominated in high and low teacher expectation students. Gain scores for each outcome variable were computed through subtracting scores obtained



at the beginning of school year from the scores obtained at the end of school year. Gain in academic achievement was computed through subtracting academic achievement (% of marks) obtained in preceding grade (VIII) from the academic marks (%) obtained in the annual examination of grade IX. As high and low teacher expectation groups of students were found to differ significantly in terms of age, adjustment, self concept, intelligence, academic achievement motivation and academic achievement in preceding grade, the comparison of gain in different outcome variables was carried out through adjusting observed mean gain scores for beginning of the school year variables of total adjustment, total self concept, intelligence, academic achievement motivation and academic achievement in preceding grade. Using age, total adjustment, total self concept, intelligence, academic achievement motivation and percentage of marks obtained in grade VIII as covariates in ANACOVA, it was found that no significant difference in gain scores existed on outcome variables like adjustment (total as well as emotional, social and educational), self concept (total as well as along all the dimensions: Health and physique, temperamental qualities, academic status, intellectual abilities, habits and behavior, emotional tendencies, mental health, socio-economic status), intelligence, academic anxiety, study involvement and academic achievement perception. However, the findings revealed that there were significant differences between high and low teacher expectation students in terms of gain in academic achievement motivation and academic achievement. It was found that in the case of academic achievement motivation and actual achievement students nominated in high teacher expectation group showed higher mean gain scores as compared to students nominated in low teacher expectation group. Hypothesis 7.0 was thus accepted in the case of adjustment, self



concept, academic anxiety, study involvement and academic achievement perception variables, while it was rejected in the case of academic achievement motivation and academic achievement variables.

### Conclusions

Significant conclusions seem to emerge from findings obtained through present study. The first such conclusion is that generalized teacher expectations based on student characteristics like sex, caste, socio-economic status, age, previous achievement, physical attraction and name stereotype do exist among in-service teachers of high school level in Indian settings. The fact that more teachers than expected on equal chance basis showed positiveness towards female students, students of general caste and middle socio-economic status group tends to reveal that these and similar variables have connotations for development of differential teacher expectations in Indian classrooms. Presence of such group oriented expectation tendencies may be indicative of differential behaviors being adopted by teachers in and outside the classrooms towards various groups of students.

The second conclusion that may be derived is that generalized teacher expectations and individualized teacher expectations are two different aspects of teacher expectations, i.e. it is possible that a teacher who is positively biased towards a particular group of students may not translate his generalized biases into more concrete individualized expectations towards specific students. Neither male positive, female positive, general caste positive, other castes positive, high SES positive, nor middle SES positive teachers based their nomination of students into high and low expectation groups on these student characteristics. However, this seems to be not the case in the



context of more individual oriented variables like age and previous achievement: age based generalized expectations among low age group positive teachers and previous achievement group based generalized expectations among high achievement group teachers tended to find expression in nomination of students in high and low teacher expectation groups.

Findings of present study obtained in the context of association between different teacher characteristics and their generalized expectations did not brought forth any characteristic of teachers having bearing on all the generalized expectations: different generalized expectations seem to be associated with specific set of teacher characteristics. This may be indicative of the fact that formation of a particular generalized expectation is a specific process. Sex of the teacher and certain attitudinal factors seem to play a role in this context.

Another important conclusion that emerged from present investigation is that while nominating high and low teacher expectation students from their respective classrooms at the beginning of school year, teachers tended to "know" students in terms of their adjustment, self concept, intelligence, academic achievement motivation and academic achievement in preceding grade. They nominated students with high adjustment, better self-concept, higher intelligence and higher academic motivation, who have also achieved higher marks in preceding grade, into high teacher expectation group. The timing of taking these nominations is important - the nominations were obtained at the beginning of school year. It follows that through initial interaction of about one to seven days at the beginning of school year, teachers were able to differentiate between students on the basis of such characteristics and





developed expectations in line with their perception of student qualities. It also indicates that teachers' perceptions of student qualities were correct to a large extent - a fact substantiated by presence of desirable qualities among students nominated in high expectation group. Thus, it may be said that in the process of formulating expectations towards individual students, teachers' largely correct perceptions of student quality play an important role. It is apparent that teacher expectations towards students are not arbitrary or random, instead these follow the qualities possessed by students and exhibited by them in classroom proceedings.

Significant difference between students nominated in high and low teacher expectation groups in relation to certain academically pertinent variables at the beginning of school year also point out the fact that teacher expectations may act in classrooms in two ways - as a force leading to sustainment of initial differences and as a force that causes differences between students. Both of these effects (sustainment effect and self-fulfilling effect) may be expected to be mediated by specific patterns of teacher behavior towards students. Findings of present study lead to the conclusion that teacher behavior towards students viewed by them as having high potential (high teacher expectation students) tend to remain qualitatively and quantitatively different from their behavior towards students viewed as having low potential (low teacher expectation students). Thus, providing more reading turns and response opportunities to students viewed as having high potential, challenging them more often with direct and open questions, providing them positive feedback more often and initiating work related dyadic contacts with them relatively more often, teachers may sustain and in specific cases and areas cause further improvement among high expectation students.



The test of hypothesis pertaining to existence of no significant gain in various outcomes among students nominated in high and low teacher expectation groups, revealed that while no significant difference in gain over the school year existed between the two groups in relation to adjustment, self concept, academic anxiety, study involvement and academic achievement perception, differential gain was present in relation to variables of academic achievement motivation and actual academic achievement. High expectations for high end-of-the-term academic achievement, held by teachers towards students, tended to be associated with higher gain in academic achievement motivation and academic achievement among students. Though an actual cause-effect linkage was not tested in the study and the groups compared may not be assumed to be equivalent in all respects, it could be safely inferred from the findings that higher gain in academic achievement motivation and actual academic achievement occurred in high teacher expectation group of students. This seems to be a very important finding, as it tends to show that teacher expectation effects as self-fulfilling prophecies are operative in our classrooms in relation to academic motivation and academic achievement variables. Positive teacher expectations tend to "make" individual students motivated to achieve better who, thus, actually achieve better. We can think of the difference between students being created through expectations held by teachers, if we visualize this situation compounding over the school years. Teacher expectation effects in terms of academic motivation and academic achievement seem to be real in our classrooms and attention needs to be paid to moderate such effects in favor of all the students.



## Implications of the Study

Findings obtained through the study and major conclusions derived there out suggest certain implications for theory, practice and research in educational process. These implications may be broadly categorized as implications for research, for classroom teaching and implications for teacher training. These are elaborated as follows.

### *Research Implications*

The present study has shown that both generalized and individualized expectations exist in our classrooms. The very presence of teacher expectations as factors with likelihood of influencing the process of teaching and learning emphasizes the need to study these in more detail in the specific settings of Indian schools. There are a number of situations and processes in our settings where expectations held by teachers may operate as significant variables that influence teacher's behavior and decisions, and may ultimately cause differences in achievement and other outcomes of schooling. We have proposed that Indian society is highly stratified in terms of variables like sex, caste, language etc. Such extrinsic variables may creep in to influence teacher expectations towards various groups and may thereby cause differences in student's academic achievement in particular and the likelihood of academic success or failure in general. Differential success-failure and dropout rates across groups of students, which are sometimes difficult to be explained on the basis of other factors, may have an association with the treatment faced by such groups of students in classrooms, and teacher expectations towards these groups may be the crucial factor which could explain such occurrences.



In present study, academic achievement related teacher expectation were studied and were found to be significantly associated with academic achievement of students at the end school year. Similarly, there can be expectations related to intellectual development, adjustment, success during schooling in particular and in life in general. How these are shaped and operate in our schools need to be explored and understood, so that the process of schooling may be organized more effectively.

Teacher expectations may not be viewed as an isolated phenomenon. A child is faced with expectations of parents in early years and with the expectations of parents, peers and teachers during years of schooling. His behavior and achievement is likely to be shaped through a 'network of expectations' (Finn, 1972) that exists around him or her throughout life and more importantly during formative years. Students of a particular social or economic group have the likelihood of being faced with specific parental expectation-patterns, as the parents were themselves brought up under a specific network of expectations. Transmission of cultural patterns and roles may thus be viewed as transmission of expectation-patterns across generations. Such inter-generation transmission of expectations may be viewed as setting limits for growth and development of individual child's potential. Research needs to be carried out on these aspects, particularly in relation to the role of teacher expectations towards students as facilitators or inhibitors of expectations held by parents towards their children.

Teacher expectations may be strong components in the decision-making processes teachers are involved in while carrying out number of their day-to-day responsibilities. Nominating monitors for classroom, selecting students for participation in competitions,





giving responsibilities to students, selecting students for public shows, deciding how much to teach or how far to dwell upon a subject, are some examples of such day-to-day decisions. These and many other decisions shape the opportunity structure available within the school to an individual child or to a group of children. It is needless to point out that expectations held by teachers towards an individual child or towards a group of children may thus determine the length and breadth of opportunities for learning and experience. Is there a relationship between teacher's decisions and his or her expectations, how such decisions are perceived as expectation cues by students, and do expectations inherent in such decisions tend to be fulfilled or not, are questions that need research based answers.

The present study has indicated that teacher behaviors towards specific students in the classroom are associated with expectations held by teachers towards these students. We may extend this finding to behaviors adopted by teachers outside classroom as well. Teachers holding positive expectations towards particular students may treat such students positively outside classroom as well. They may personally inquire about their studies, may attempt to know about and meet their parents, may guide such students in their studies, their parents may be attended and informed about their child more enthusiastically in informal meetings etc. Such processes are likely to act not only as media of communication of expectations but also as motivational factors for further improvement. Outside classroom communication of teacher expectations is another area that needs exploration by researchers.

Academic achievement potential and achievement related expectations have likelihood of influencing evaluation of examination performance of students, particularly in situations where



information pertaining to examinee is available to the evaluator (teacher). A teacher holding positive expectations towards a particular student may give more marks to him or her, thus consciously or unconsciously fulfilling his own expectations. Such a situation is more likely to occur in grades where the subject-teacher is endowed with the task of evaluating student's performance. This aspect needs to be researched in Indian settings in early grades where the subject-teacher acts as evaluator of the performance of the students in his charge and students' identity remains known to him through out the evaluation work.

Existence of teacher expectations and operation of self-fulfilling prophecy effects in the context of academic achievement motivation and academic achievement has been indicated by present study in Indian settings. However, findings of a single study may not be accepted as true for all the situations, contexts and subject areas. A direct research implication that flows out from present investigation is replication of the study with locale and sample variation, so that the existence and operation of teacher expectation cycle may be shown in our classrooms with more confidence. Institutions promoting research in classroom processes need to take note of this fact and should initiate steps to revalidate findings of present study in other contexts.

### *Implications for Classroom Teaching*

Findings of present study tend to indicate certain implications for teaching process to be adopted by teachers. It should, however, be stated that much research needs to be undertaken on teacher expectation cycle in Indian classrooms before more concrete guidelines could be provided to teachers in the shape of what to do and what not to do in their respective classrooms. Hence the



suggestions derived should be treated tentative only and need to be adopted with caution and much thinking. The first such suggestion flows from the fact that teachers form expectations towards students in the context of student variables like sex, caste, socio-economic status etc. This tendency to view students of one or other group to have better (or worse) academic potential seems to be rooted in the socio-cultural milieu in which teachers exist and operate. It can be argued that merely being aware of such biasing tendencies may not make one able to ward off the tendency to form differential expectations, nonetheless teachers should consciously try to guard against tendencies to view students not as individuals but members of a particular group and superimpose imagined (or real) difference between groups on individuals. This implies that teachers need to develop an open attitude towards individual students and should be aware of the possibility of individual differences among students. Such an open attitude and an eye for individual differences could only help them to overcome the biasing effects of socio-culturally determined stereotypes.

Another implication for classroom behavior of teachers comes forth from the finding pertaining to differential behavior of teachers towards high and low expectation students. It was found that quantitatively more and qualitatively positive behavior of teachers tended to be directed towards students expected by them to have better potential. In fact, nothing seems to be wrong in the approach adopted by teachers in providing more and sometimes better learning opportunities to students who are perceived by them (often correctly) to have better potential for learning. However, it should be kept in mind by teachers that while provision of more and qualitatively different learning opportunities for high potential students is neither unethical nor wrongful, an attempt on



their part to cater to the specific needs of low potential (perceived or real) students is essentially needed. The classroom behaviors of teachers should be such that while students perceived to have better potential are given suitable opportunities to learn, needs of students perceived to have less potential also get fulfilled. Students perceived to have less potential should be consciously provided with learning opportunities suitable to them and the total amount of teacher contacts with both groups of students should not vary too much. Catering to the needs of individual students and attempting to encourage individuals to make more efforts towards learning seem to be the key to avoid differential effects on students.

Teacher expectations towards students tend to be based on a number of student characteristics - adjustment, self-concept, intelligence, motivation etc., for example. Less adjusted students, students with poorer self-concept, intelligence and motivation tend to be viewed by teachers as students with low academic achievement potential. While this may be true to some extent, it needs to be appreciated by teachers that most of these input traits are not fixed, particularly during the formative years of schooling. A student may be faced with specific adjustment problems during a particular time and may be going through a phase of lowered self-concept or having low intelligence or motivation. Such a student may not be viewed as a fixed entity. These characteristics change over time. In fact, teacher behavior should be directed towards causing these changes in desirable directions. The point is that due to changing nature of input variables, expectations (or perceived potential) need not be considered as permanently fixed. Expectations, thus, need to remain provisional and changeable. An element of flexibility need to be introduced and it may only be introduced through adoption by teachers an attitude of openness towards new





information from the students. Such openness to new information from students will help teachers in adopting classroom behaviors suitable to the ever-changing reality. To the extent such an attitude gets developed among teachers, to that extent negative effects of low expectations will get moderated.

### *Implications for Teacher Training*

In deriving implications for classroom teaching, a change in outlook of teachers and their behavior towards different students has been emphasized. Such a change among teachers can only be brought through organization of suitable pre-service and in-service teacher training. It is worth noting that at present syllabi prescribed in different teacher training institutions of India do not mention teacher expectation cycle as a topic to be introduced to trainees. We feel that teacher expectation cycle constitutes an important dimension of teacher behavior in classrooms and thus needs to be introduced as a training component in teacher training curricula of various institutions. In this connection, it is to be noted that Dhoundiyal (1998) has designed a specific self-instructional workbook for students of B.Ed. level. Though encouraging results have been indicated through the use of this material in changing certain expectancy biases, wider testing for effectiveness and suitable inculcation of research findings should precede its adoption and implementation. Suggestions for teachers to appropriate their classroom behavior in view of existence and operation of teacher expectations in Indian schools need to be identified and incorporated in this or similar curricular component.

Inclusion of a curricular component in syllabi of teacher training institutions also emphasizes the need to include related aspects in the textbooks prepared for teacher trainees. At



present none of the textbooks for teacher trainees in India has included material on this aspect. In view of the significance of teacher expectations towards students in shaping student achievement (and may be other outcomes of schooling), it is suggested that such material should find a place in related textbooks.

It follows that in-service teacher training programs being undertaken with the help of DIETs in the country should also focus attention on this aspect.



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## *Appendix-I*

### List of Schools Selected for Data Collection

S.No	Name Of School
1.	Inter College ,Patia.
2.	Govt. Higher Secondary School, Bkakuna.
3.	Govt. Higher Secondary School, Raingal.
4.	Govt. Higher Secondary School, Dhaulchina.
5.	G.I.C., Naugaoun.
6.	Govt. Girls Higher Secondary School, Jainti.
7.	Govt. Higher Secondary School, Motiapatthar
8.	Govt. Inter College, Salonj.
9.	Govt. Intercollege, Chanonda.
10.	Govt. Girls Inter College, Chaukhutia
11.	Govt. Inter College, Chaukhutia.
12.	Govt. Higher Secondary School, Kathpuria
13.	Govt. Higher Secondary School, Majhkhali.
14.	Govt. Inter College, Someshwar.
15.	Govt. Higher Secondary School, Darmia
16.	Govt. Higher Secondary School, Pubhaun.
17.	Govt. Inter College, Dwarahat
18.	Govt. Higher Secondary School, Chitreshwar
19.	Govt. Inter College, Barechina.
20.	Inter College, Jayanti
21.	Govt. Girls Higher Secondary School, Barechina
22.	Govt. Inter College, Almora
23.	Almora Inter College, Almora
24.	Arya Kanya Inter College, Almora
25.	Adams Inter College, Almora
26.	Govt. Inter College, Lodhiya
27.	Govt. Inter College, Bhagtola
28.	Govt. Higher Secondary School, Manan
29.	Inter College, Chitai
30.	Govt. Inter College, Kamleshwar
31.	Govt. School, Dinapani
32.	Govt. Girls Inter College, Dawarahat
33.	Govt. Girls Inter College, Almora
34.	Ramsey Inter College, Almora
35.	Inter College, Jyoli
36.	Govt. Inter College, Chaura-Hawalbagh
37.	Govt. Inter College, Hawalbagh
38.	Govt. Inter College, Mahakaleshwar



## व्यक्तिगत सूचना प्रपत्र (शिक्षक)

क्रम सं० [                      ]  
दिनांक [                      ]

(निर्देश :- कृपया निम्न सूचनाओं को यथास्थान दिये गये निर्देशों के अनुसार भरिये)।

१- आपका नाम .....

२- लिंग ( किसी एक पर सही ( ☐ ) का निशान लगाइये।)

१- महिला [                      ]

२- पुरुष [                      ]

३- विद्यालय का नाम व पूरा पता .....

४- आपने उच्चतम किस स्तर तक शिक्षा प्राप्त की है (किसी एक श्रेणी पर सही ( ☐ ) का निशान लगाइये)।

१. स्नातक स्तर [                      ]

२. परास्नातक स्तर [                      ]

३. प्रारंभिक स्तर [                      ]

५- स्नातक एवं/अथवा परास्नातक स्तर पर आपने किस विषय क्षेत्र में शिक्षा ग्रहण की (कृपया दोनों स्तरों में किसी एक श्रेणी पर सही ( ☐ ) का निशान लगाइये।

१. स्नातक स्तर पर १. कक्षा [                      ]

२. बिज्ञान [                      ]

३. वाणिज्य [                      ]

४. अन्य (कृपया लिखें) [                      ]

२. परास्नातक स्तर पर १. कक्षा [                      ]

२. बिज्ञान [                      ]

३. वाणिज्य [                      ]

४. अन्य (कृपया लिखें) [                      ]

६- आप पिछले कितने वर्षों से शिक्षण कार्य कर रहे हैं (कृपया लिखें) [                      ] वर्ष

७- आपकी आयु (वर्षों में) कितनी है (कृपया लिखें) [                      ] वर्ष

८- क्या आपने शिक्षण कार्य हेतु प्रशिक्षण ग्रहण किया है किसी एक स्तर का सही ( ☐ ) का निशान लगाइये।

१. हाँ [                      ]

२. नहीं [                      ]

श्री० एन. सी. डी. विद्यालय, उपाचार्य, शिक्षा संकाय, कु. वि. वि. परिषद, अल्मोड़ा द्वारा एन. सी. ई. आर. डी. पोषित शोध परियोजना हेतु निर्मित।

८. यदि "हो" तो प्रशिक्षण किन-सतर की कक्षाओं के शिक्षण हेतु था? (किसी एक उत्तर पर सही (—/ ) का निशान लगाइये)

- |                       |   |   |
|-----------------------|---|---|
| १. प्रारंभिक स्तर     | [ | ] |
| २. प्राथमिक स्तर      | [ | ] |
| ३. माध्यमिक स्तर      | [ | ] |
| ४. अन्य (कृपया लिखें) | [ | ] |

८. यदि "हं" तो शिक्षण पाठ्यक्रम का नाम लिखिये [.....]

६- कृपया निम्न स्तरों पर आपके द्वारा प्राप्त शैक्षिक, उपलब्धि सूचित कीजिये। (प्रश्न १०० अंकों का है)। १९६१-७२

स्तर	श्रेणी	प्रतिशत अंक
हाईस्कूल		
इन्टरमीडिएट		
स्नातक		

१०- आप निम्न में से किस वर्ग में आते हैं (कृपया किसी एक श्रेणी पर सही (✓) का निशान लगाइये).

- |                             |   |   |
|-----------------------------|---|---|
| १. अनुसूचित जाति वर्ग       | [ | ] |
| २. अनुसूचित जनजाति वर्ग     | [ | ] |
| ३. पिछड़ा वर्ग (ओ. बी. सी.) | [ | ] |
| ४. अल्पसंख्यक वर्ग          | [ | ] |
| ५. सामान्य वर्ग             | [ | ] |

११- वर्तमान सत्र में हाईस्कूल स्तर पर आय कितने कक्षाओं में किस विषय में अध्यापन कार्य कर रहे हैं? (कृपया उत्तर यथास्थान लिखिये)

क्रम सं०	कक्षा	वर्ग	जो विषय आपके द्वारा पढ़ाया जा रहा है
१-			
२-			
३-			
४-			
५-			



## कृपया ध्यानपूर्वक पढ़िये

हाईस्कूल स्तर की कक्षाओं में से कक्षा नौ की किसी एक कक्षा के बारे में आपसे जानकारी प्राप्त करनी है। यह सम्भव है कि आप कक्षा नौ के एक या अधिक वर्गों में, एक या भिन्न-भिन्न विषयों में वर्तमान सत्र में अध्यापन कार्य कर रहे हों। कक्षा नौ की इन कक्षा या इन भिन्न-भिन्न कक्षाओं में से किसी एक कक्षा का चयन अपनी इच्छानुसार कीजिये व इस चयनित कक्षा व वर्ग के सन्दर्भ में ही आगे दिये गये प्रश्नों का उत्तर दीजिये। आपके उत्तर पूर्णतः गोपनीय रहे जायेंगे एवं मात्र शोध कार्य में उनका उपयोग किया जायेगा।

१२- चयनित कक्षा (नौ) वर्ग [ ] कृपया दर्ज करिये)

१३- उक्त चयनित कक्षा व वर्ग में आपके द्वारा वर्तमान सत्र में पढ़ाये जाने वाले विषय का नाम-  
(कृपया लिखें) [ ]

१४- उक्त चयनित कक्षा व वर्ग में विद्यार्थियों की संख्या-

छात्र [ ] छात्रायाँ [ ] कुल [ ]

१५- उक्त चयनित कक्षा व वर्ग के विद्यार्थियों में से आपको राय के अनुसार ऐसे पांच विद्यार्थियों के पूर्ण नाम लिखिये जिनके बारे में आप यह अपेक्षा रखते हैं कि वे वर्तमान सत्र की वार्षिक परीक्षा में अत्यधिक उच्च (बहुत अच्छे) कुल अंक प्राप्त करेंगे

क्रम सं० विद्यार्थियों के नाम (यदि कुछ नाम समान हों तो पिता का नाम भी लिखिये)

१-

२-

३-

४-

५-

१६- उक्त चयनित कक्षा व वर्ग के विद्यार्थियों में से अपनी राय के अनुसार ऐसे पांच विद्यार्थियों के पूर्ण नाम लिखिये जिनके बारे में आप यह अपेक्षा रखते हैं कि वे वर्तमान सत्र की वार्षिक परीक्षा में अत्यधिक निम्न (बहुत खराब) कुल अंक प्राप्त करेंगे।

क्रम सं० विद्यार्थियों के पूर्ण नाम (यदि कुछ नाम समान हों तो पिता का नाम भी लिखिये)

१-

२-

३-

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५-

१३- इसका विषय उत्तरों के प्रति अपनी राय बताने के सम्मुख उचित श्रेणी में सही (✓) का चिन्ह लगाकर पूर्णतः कोटित :

क्रमांक	वाक्य	उत्तर				
		पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
१-	प्राथमिक कक्षा में कुछ विद्यार्थी मिले जाते हैं जिनको शिक्षित करना असम्भव होता है।					
२-	असहमत अवस्था करना शिक्षक तथा विद्यार्थियों को समानता में डुबोता, भ्रष्ट है।					
३-	कक्षा में असमान योग्यता वाले विद्यार्थियों को उपस्थिति शिक्षण प्रणाली में व्यवहार करना ठीक है।					
४-	विद्यार्थी के विचार, शिक्षण व्यवहार विद्यार्थियों का सामाजिक-आर्थिक पृष्ठभूमि से प्रभावित होते हैं।					
५-	विद्यार्थियों के वास्तविक, वैयक्तिक बाल, शैक्षणिक, ज्ञान, प्रतिभा क्षमता का अन्दाजा लगाया जा सकता है।					
६-	कक्षा में उपस्थित असमान विद्यार्थियों से उनकी आवश्यकतानुसार व्यवहार करना असम्भव है।					
७-	सभी को समान रूप से ज्ञान की ओर उचित है कि शिक्षक योग्यता व रुचि रखने वाले विद्यार्थियों को अच्छी तरह से पढ़ाये।					
८-	अपने अनुभव के आधार पर शिक्षक अच्छे व खराब विद्यार्थियों का पहचान करता है।					
९-	शिक्षक का अपना अनुभव शिक्षक को यह क्षमता प्रदान करता है कि वह विद्यार्थियों को देखकर ही बता सकता है कि उसकी अवस्था में कितनी रुचि है।					
१०-	यदि कक्षा के कुछ विद्यार्थियों पर शिक्षक उनके प्रति अपनी राय के आधार पर अधिक ध्यान देते हैं तो इससे कुछ गलत नहीं।					

११-(गोचरता के प्रयोग हेतु)

१८.१ सा०-आ० अंक :

कुल सा० [ ] कुल आ० [ ]  
कुल सा०-आ० अंक [ ]

१८.२ गि० प्र० अंक :

I. [ ] II. [ ] III. [ ] IV. [ ]  
V. [ ] VI. [ ] कुल [ ]

१८.३ गि० कार्य सा० अंक : [ ]



## सामाजिक-आर्थिक स्तर परीक्षण (SESS)

राजीव लोचन भारद्वाज, पी-एच० डी०  
मनोविज्ञान विभाग  
धर्म समाज कालेज,  
अलीगढ़

कु० शमा गुप्ता, पी-एच० डी०  
आगरा

प्रो० नरेन्द्र सिंह चौहान,  
पी-एच० डी०, डी० लिट०  
मेरठ विश्वविद्यालय, मेरठ

T. M. No. 458715

नाम—

लिंग—

आयु—

धर्म—

शिक्षा—

घर का पता—

### निर्देश—

1. आपके तथा आपके पितरों के विषय में तथ्य चाहिए। अनेक उत्तरों में से केवल अनुकूल उत्तरों को चुनिए। चुने उत्तरों के उचित स्थानों पर सही का चिह्न (✓) लगाना है।
2. आपके सही उत्तर शोध में काम आने हैं। उत्तर गुप्त रहेंगे।
3. पितरों में से किसी एक या दोनों के जीवित न होने पर उनके चुने हुए उत्तर उनके जीवित होने के समय से सम्बन्धित होने चाहिए।
4. उत्तर देने से पूर्व आगे दिए निर्देशों को ध्यान से पढ़िए और उनका अनुपालन कीजिए।

Estd. : 1971

Phone : 364926

**National**  
PSYCHOLOGICAL CORPORATION  
4230 KACHERI CHAT, AGRA - 202 004 (INDIA)

## निर्देश—

प्रत्येक विषय से सम्बन्धित पाँच उत्तर सम्भावनायें हैं। उत्तर अपने तथा माता, पिता के बारे में अलग-अलग देना है। तीनों के उत्तर अलग-अलग हो सकते हैं।

'बहुत अधिक' उत्तर के लिए '1' पर चिह्न लगाइए।

'अधिक' उत्तर के लिए '2' पर चिह्न लगाइए।

'साधारण' उत्तर के लिए '3' पर चिह्न लगाइए।

'कम' उत्तर के लिए '4' पर चिह्न लगाइए।

'बहुत कम' उत्तर के लिए '5' चिह्न लगाइए।

### 1. सामाजिक परिप्रेक्ष्य—

(क) समाज सेवा के रूप में समाज में आपको कितना स्थान प्राप्त है ?

पिता                      माता                      आप

1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ख) व्यक्ति में समाज सेवा की सामर्थ्य उसकी शिक्षा-दीक्षा, शारीरिक स्वास्थ्य, आर्थिक शक्ति एवं सेवा में आस्था पर आधारित है। इन पाँचों तत्वों को ध्यान में रखते हुए, आप अपने परिवार की समाज-सेवा सामर्थ्य को कितनी महत्वपूर्ण मानते हैं ?

1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

--	--	--

### 2. पारिवारिक परिप्रेक्ष्य—

(क) समाज सेवा में उपयोगी के रूप में पड़ोसी आपके परिवार को कैसा मानते हैं ?

1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ख) समाज सेवा में सक्षम के रूप में पड़ोसी आपके परिवार को कैसा मानते हैं ?

1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	पिता	माता	आप
(घ) यदि भारतीय सेना में हैं :			
वायु सेना { कमीशण्ड	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
नाँन-कमीशण्ड	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
थल सेना { कमीशण्ड	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
नाँन-कमीशण्ड	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
जल सेना { कमीशण्ड	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
नाँन-कमीशण्ड	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
सी० आर० पी० / बी० एस० एफ० / पुलिस { अधिकारी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
कर्मचारी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(च) यदि अधिकारी हैं :			
इन्कम टैक्स / रेलवे / शिक्षा / वन उद्योग आदि	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(छ) यदि वकील हैं	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ज) यदि शिक्षक हैं :			
कॉलेज प्रोफेसर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
इण्टरमीडिएट / हाई स्कूल	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
स्कूल—जूनियर व प्राइमरी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(झ) यदि लेखक हैं :			
साहित्यकार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
पाठ्य-पुस्तक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
नोट्स / गाइड्स आदि	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ट) यदि व्यापारी हैं :			
बड़े कारखाने के मालिक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
लघु कारखानों के मालिक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
कैमिस्ट / कपड़ा व्यापारी	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
होटल / रेस्टोरेन्ट / जनरल मर्चेण्ट / पुस्तक विक्रेता /			
स्वर्णकार / खाद्य सामग्री	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
गलीचा उद्योग / वर्तन व्यापारी / जूता उद्योग	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ठ) यदि कलाकार हैं :			
संगीतकार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
नृत्यकार / चित्रकार / नाटककार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
मूर्तिकार	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ड) यदि इन्जीनियर हैं :			
सिविल / इलेक्ट्रीकल / मैकेनिकल	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
आर्किटेक्ट	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ग) अब तक की गयी सेवा के आधार पर पड़ोसी आपके परिवार को कैसा सम्मान प्रदान करते हैं ?

पिता	माता	आप
1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(घ) समाज सेवा की व्यापकता इस बात से तय होती है कि व्यक्ति कितनी समाजसेवी संस्थाओं का सक्रिय सदस्य है। आप इस तथ्य को आगे रखकर अपने परिवार की सेवा व्यापकता आँकिए।

1 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

### 3. शिक्षा परिप्रेक्ष्य—

- (क) D.Litt./D.Sc./LL.D./Ph.D./M.D./M.S./M.E.  
 (ख) M. A. / M. Com. / M. Sc. / M. Ed.  
 (ग) M. B. B. S. / B. E. / LL. B.  
 (घ) B. A. / B. Sc. / B. Com.  
 (ङ) Intermediate / Higher Secondary  
 (च) High School तक  
 (छ) अनपढ़

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

### 4. व्यवसाय परिप्रेक्ष्य—

(क) यदि आप चिकित्सक हैं :

मैडीकल कॉलेज के प्रोफेसर

M. B. B. S. प्राप्त व्यक्तिगत / सरकारी सेवा में

मनोचिकित्सक / होम्योपैथ / डिप्लोमा वाले

यूनानी / झाड़फूक करने वाले

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ख) यदि प्रधानाचार्य हैं :

पोस्ट-ग्रेजुएट / ग्रेजुएट / इन्जीनियरिंग / मैडीकल कॉलेज

इण्टरमीडिएट / हाई स्कूल या समकक्ष

जूनियर / प्राइमरी स्कूल

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ग) यदि सरकारी अफसर हैं :

कमिश्नर / डिस्ट्रिक्ट मजिस्ट्रेट

सिविल जज / प्रशासक

आई० ए० एस० / पी० सी० एस० प्राप्त अन्य पदों पर

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(ढ) यदि नेता हैं :

मिनिस्टर / एम० पी०

जननेता/एम०एल०ए०/एम०एल०सी०/युनियन/विशेवर

विद्यार्थी / आकस्मिक

पिता

माता

आप

☐☐☐☐☐☐☐☐☐

(ण) यदि मैनेजर हैं :

उद्योग / बैंक

फार्म / डेरी / सिनेमा

☐☐☐☐☐☐

(त) यदि कृषक हैं :

फार्म के मालिक

कम भूमि वाले

मजदूरी वाले

☐☐☐☐☐☐☐☐☐

(थ) क्या आप या आपके माता-पिता निम्न में से कुछ हैं ?

ठेकेदार / क्रय-विक्रय अधिकारी

बीमा निगम / बैंक कर्मचारी / एकाउण्टेण्ट

क्राफ्ट्समैन / चपरासी

मजदूर

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐**5. सम्पत्ति परिप्रेक्ष्य —**

आप अपने परिवार की चल एवं अचल सम्पत्ति का मूल्यांकन करके बताइए कि वह अनुमानतः कितनी होगी। अपने द्वारा संजोयी गयी सम्पत्ति का भी विवरण दें।

दो लाख से ऊपर

एक लाख से दो लाख तक

पच्चीस हजार से एक लाख तक

दस हजार से पच्चीस हजार तक

दस हजार से नीचे

बिल्कुल नहीं

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

6. मासिक आय परिप्रेक्ष्य—

परिवार की मासिक आय बताइए। पिता या माता के जीवित न होने पर निर्भर स्रोत की मासिक आय पिता के खाने में लिखकर उक्त स्रोत को लिख दीजिए :

	पिता	माता	आप
3500 रु० से ऊपर	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1500 रु० से 3500 रु० तक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
500 रु० से 1500 रु० तक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
250 रु० से 500 रु० तक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
250 रु० तक	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
बिल्कुल नहीं	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>

7. जाति परिप्रेक्ष्य—

उच्च जाति

पिछड़ी जाति

अनुसूचित जाति

पिता	माता
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>

TABLE 1

Put area-wise total of weighed scores from the test for Father, Mother and Self.

AREAS	Father	Mother	Self
Social			
Family			
Education			
Profession			
Caste			
Total Assets			
Monthly Income			



**TABLE 2**

*Put area-wise Z-scores (From Manual Tables-D, E and F) corresponding to area-wise total of weighed scores of Table 1 for Father, Mother and Self separately. To determine any status score take help with the Manual Table C.*

AREAS	Ascribed		Achieved
	Father	Mother	Self
Social			
Family			
Education			
Profession			
Caste			
Total			

Total

[A] (Ascribed)  
Social Status

[B] (Achieved)  
Social Status

[C] (As a whole)  
Social Status

Total Assests			
Monthly Income			
Total			

Total

[D] (Ascribed)  
Economic Status

[E] (Achieved)  
Economic Status

[F] (As a whole)  
Economic Status

Total

[G] (Ascribed)  
Socio-Economic  
Status

[H] (Achieved)  
Socio-Economic  
Status

[I] (As a whole)  
Socio-Economic  
Status

TABLE 3

Put various status score from the Table 2 and write the category with the help of T-Scores.

S. No.	Status	Status Score	T-Score	Category
A	Social Status (ascribed)			
B	Social Status (achieved)			
C	Social Status (as a whole)			
D	Economic Status (ascribed)			
E	Economic Status (achieved)			
F	Economic Status (as a whole)			
G	Socio-Eco. Status (ascribed)			
H	Socio-Eco. Status (achieved)			
I	Socio-Eco. Status (as a whole)			

## TEACHER JOB-SATISFACTION QUESTIONNAIRE

Constructed &amp; Standardised by

★PRAMOD KUMAR, D. Phil. &amp; D. N. MUTHA, Ph. D.

कृपया इसे भरें:

नाम..... आयु..... लिंग.....  
 विवाहित / अविवाहित..... आय.....  
 योग्यता..... अनुभव.....  
 संस्थाका नाम.....

## निर्देश

इस प्रश्नावली में अध्यापन कार्य के बारे में कुछ प्रश्न दिये गये हैं। प्रत्येक प्रश्न का उत्तर "हां" या "नहीं" में देना है। अगर आप किसी प्रश्न का उत्तर "हां" में देते हैं तो आपको "हां" पर गोला बनाना है। इसी प्रकार अगर आप किसी प्रश्न का उत्तर "नहीं" में देते हैं तो आपको "नहीं" पर गोला बनाना है। प्रत्येक प्रश्न का उत्तर आपको अपनी सहमती के अनुसार ही देना है अतः आप प्रत्येक प्रश्न को ध्यान से पढ़कर उसका उत्तर स्पष्टता से दें। आपके उत्तर पूर्ण रूप से गोपनीय रखे जायेंगे।

प्राप्तांक

★ Professor of Psychology

Sardar Patel University

Vallabh Vidyanagar-388120

Gujarat State

1. क्या आप अनुभव करते हैं कि आप स्वभाव से अध्यापन के उपयुक्त हैं ? हाँ नहीं
2. क्या आप अध्यापन में आनन्द का अनुभव करते हैं ? हाँ नहीं
3. क्या आप अपने व्यवसाय पर गर्व अनुभव करते हैं ? हाँ नहीं
4. क्या आप अनुभव करते हैं कि अध्यापन एक आदर्श व्यवसाय है ? हाँ नहीं
5. क्या आप अध्यापन जैसा व्यवसाय पाकर अपने आपको भाग्यशाली अनुभव करते हैं ? हाँ नहीं
6. अगर आपको अवसर मिले तो आप इसी वेतन पर अन्य किसी व्यवसाय में जाना पसन्द करेंगे ? हाँ नहीं
7. क्या आप अनुभव करते हैं कि आपको संस्था से अच्छे कार्य का प्रतिफल (reward) मिलता है ? हाँ नहीं
8. क्या आप अनुभव करते हैं कि आपको कार्य के अनुरूप उचित वेतन मिलता है ? हाँ नहीं
9. क्या आप अपने कृत्य (Job) में मिलने वाले पदोन्नति के अवसरों से सन्तुष्ट हैं ? हाँ नहीं
10. क्या आप अपने व्यवसाय में 'भाय' बढ़ाने के अवसरों से सन्तुष्ट हैं ? हाँ नहीं
11. क्या आप निश्चित हैं कि उपयुक्त समय पर आपकी पदोन्नति हो जायेगी ? हाँ नहीं
12. क्या आप इस से सहमत हैं कि आपकी संस्था में पदोन्नति योग्यता के आधार पर ही मिलती है ? हाँ नहीं
13. क्या आप अनुभव करते हैं कि आपका व्यवसाय पूर्ण रूप से सुरक्षित है ? हाँ नहीं
14. क्या आप वर्तमान सेवा सम्बन्धी नियमों से सन्तुष्ट हैं ? हाँ नहीं
15. क्या आप अनुभव करते हैं कि आपकी संस्था शिक्षकोन्मुख (Teacher-oriented) है ? हाँ नहीं
16. क्या आप यह अनुभव करते हैं कि संस्था के कार्यों में आपको सलाह/सुझाव देने के लिए उपयुक्त अवसर प्रदान किए जाते हैं ? हाँ नहीं
17. क्या आप संस्थाकी योजनाओं तथा नीतियों के बारे में असहमति प्रकट करने के लिये स्वतन्त्र हैं ? हाँ नहीं
18. क्या आप अपनी संस्था की सामान्य कार्य स्थिति से सन्तुष्ट हैं ? हाँ नहीं
19. क्या आप अपनी संस्था द्वारा अपनी शैक्षणिक/व्यावसायिक योग्यता बढ़ाने हेतु दिये जाने वाले अवसरों से सन्तुष्ट हैं ? हाँ नहीं
20. क्या आप अनुभव करते हैं कि आपकी संस्था अध्यापन के लिए एक उत्तम स्थान है ? हाँ नहीं
21. क्या आप अपनी संस्था पर गर्व करते हैं ? हाँ नहीं
22. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान एक निष्पक्ष व्यक्ति है ? हाँ नहीं
23. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान अपने पदके योग्य है ? हाँ नहीं
24. क्या आप अनुभव करते हैं कि आपका संस्था-प्रधान आपकी भलाई में रुचि लेता है ? हाँ नहीं
25. क्या आप अनुभव करते हैं कि जब भी आप कोई अच्छा कार्य करते हैं तो आपका संस्था-प्रधान उसकी प्रशंसा करता है ? हाँ नहीं
26. क्या आप अपने संस्था-प्रधान के संस्था संचालन के तरीकों से सन्तुष्ट हैं ? हाँ नहीं
27. क्या आप अपने संस्था-प्रधान से अधिकारी के रूप में सन्तुष्ट हैं ? हाँ नहीं
28. क्या आप अपनी संस्था के द्वारा अध्यापकों की कठिनाइयों के निवारण के तरीकों से सन्तुष्ट हैं ? हाँ नहीं
29. क्या आप स्वयं को अपनी संस्था द्वारा शोषित किया जाना अनुभव करते हैं ? हाँ नहीं

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## निर्देश

प्रस्तुत सूची में 90 कथन हैं जिनका उद्देश्य अध्यापकों को व्यवसाय सम्बन्धी अभिवृत्तियों को ज्ञात करना है। इन कथनों के कोई पूर्व निर्धारित सही या गलत उत्तर नहीं हैं, इसके द्वारा केवल यह जानने का प्रयास किया जा रहा है कि इनके प्रति आपके व्यक्तिगत विचार क्या हैं। प्रत्येक कथन को पढ़िये तथा निर्णय कीजिए कि आपका इसके सम्बन्ध में क्या विचार या अनुभव है। ऐसा करने के लिए आपको उत्तर पत्र में दिये गये पाँच खानों में से किसी एक पर सही का चिन्ह (✓) अंकित करना है। यदि आप कथन से पूर्ण सहमत हैं तो उस कथन के क्रम न० के सामने पहले खाने ☐ में, यदि सहमत हैं तो दूसरे खाने ☐ में, यदि अनिश्चित या द्विविधा में हों तो तीसरे खाने ☐ में, यदि असहमत हों तो चौथे खाने ☐ में, तथा यदि पूर्ण असहमत हों तो पाँचवें खाने ☐ में सही का चिन्ह अंकित कर दें।

उत्तर देते समय किसी विशेष परिस्थिति का ख्याल न करते हुए सामान्य परिस्थिति के सम्बन्ध में सोचें। यद्यपि समय का कोई प्रतिबन्ध नहीं है फिर भी जितना सम्भव हो शीघ्र कार्य करें :

कृपया प्रत्येक कथन का प्रत्युत्तर दीजियेगा।

स्मरण रहे इस पुस्तिका पर आपको कुछ नहीं लिखना है तथा आप प्रत्येक कथन को ध्यानपूर्वक पढ़ें एवं उत्तर पत्र पर अपने उत्तर सही के चिन्ह लगाकर अंकित करें।

जब तक कहा न जाय मत खोलें

1. यदि कालेज में प्रवेश पाने योग्य मेरा पुत्र होता, तो मैं उसे अध्यापक बनाने के लिए प्रोत्साहित करता ।
2. कक्षा में शमशान (कब्रिस्तान) की सी शान्ति नहीं होनी चाहिए ।
3. अध्यापक को छात्रों के व्यवहार पर ध्यान देना चाहिए ।
4. कक्षा में प्रश्न पूछने के लिए स्वतन्त्रता न होने से छात्र अधिक परिश्रम करते हैं ।
5. छात्र सामान्यतः निष्ठावान् होते हैं ।
6. अध्यापक प्रत्येक व्यक्ति का आदर करता है ।
7. छात्रों की वैयक्तिक विभिन्नता पर अधिक ध्यान नहीं दिया जाना चाहिए ।
8. अध्यापन द्वारा व्यक्तित्व और चरित्र का विकास होता है ।
9. कक्षा की पढ़ाई छात्रों को अनुशासित बनाती है ।
10. छात्रों को अपनी इच्छानुसार सीखने की स्वतन्त्रता होनी चाहिए ।
11. कक्षा में छात्रों को अपने विचार प्रकट करने की स्वतन्त्रता होनी चाहिए ।
12. अध्यापक अपनी बात कहने के लिए स्वतन्त्र नहीं हैं ।
13. जो व्यक्ति अन्य व्यवसायों में असफल होते हैं वे ही प्रायः अध्यापक बनते हैं ।
14. कक्षा में अध्यापन कार्य सरल हो जाता है ।
15. छात्र दण्ड की अपेक्षा प्यार से अधिक सीखते हैं ।
16. छात्रों को कक्षा में लज्जित नहीं करना चाहिए ।
17. कक्षा-शिक्षण से सामाजिक वातावरण उत्पन्न होता है ।
18. छात्र एक दूसरे से हिलगिल कर नहीं रहते हैं ।
19. जब कोई व्यक्ति किसी अध्यापक को देखता है तो उसे उस पर हँसी आती है ।
20. कोई भी व्यवसाय अध्यापन से श्रेष्ठ नहीं है ।
21. छात्र क्रिया द्वारा सर्वाधिक सीखते हैं ।
22. आजकल छात्र अध्यापकों का कहता नहीं मानते हैं ।
23. अध्यापक की बातों पर सभी लोग ध्यान देते हैं ।
24. अध्यापक जेखी बघारते वाले होते हैं ।
25. विद्यालय में छात्र संघ नहीं होना चाहिए ।



26. अध्यापक राष्ट्र के नैतिक मानकों का निर्धारण नहीं करते हैं।
27. छात्रों का स्वास्थ्य विद्यालय का एक महत्वपूर्ण दायित्व है।
28. पढ़ाने की एक ही विधि सभी छात्रों के लिए उपयुक्त नहीं है।
29. छात्र केवल विद्यालय में ही अनुशासन का ध्यान रखते हैं।
30. अधिकांश अध्यापक लालची होते हैं।
31. राष्ट्रीय समस्याओं के प्रति छात्र सामान्यतः उदासीन रहते हैं।
32. सामूहिक कार्यों से छात्रों में सहयोग की भावना उत्पन्न नहीं होती है।
33. अध्यापन व्यवसाय का भविष्य उज्ज्वल है।
34. अध्यापन व्यवसाय केवल आरम्भ में ही रोचक लगता है।
35. कक्षाध्यापन से प्रायः तीव्र और प्रतिभाशाली छात्रों की हानि होती है।
36. विद्यालय के आस-पास के वातावरण का सीखने की प्रक्रिया पर प्रभाव पड़ता है।
37. छात्रों को विचारने की स्वतन्त्रता नहीं देनी चाहिए।
38. कक्षाध्यापन से छात्रों में आत्मविश्वास की भावना उत्पन्न नहीं होती है।
39. शंका समाधान न होने पर छात्र असन्तुष्ट रहते हैं।
40. लोग अध्यापकों को नीची नजर से नहीं देखते हैं।
41. मुझे यह कहने में गर्व होता है कि मैं अध्यापन-व्यवसाय में हूँ।
42. कक्षाध्यापन छात्रों को परस्पर आदर करने के लिये प्रेरित करता है।
43. छात्रों की विशेष योग्यता पर ध्यान न देने से उनकी प्रतिभा छिपी रहती है।
44. छात्रों को अध्यापक से आज्ञा लेकर ही कक्षा में प्रवेश करना चाहिए।
45. अध्यापक विनोदी स्वभाव के नहीं होते हैं।
46. अध्यापन व्यवसाय में लाभ की अपेक्षा हानियाँ अधिक हैं।
47. कक्षाध्यापन से सीखने की इच्छा प्रबल होती है।
48. मैं केवल माता-पिता की इच्छा के कारण ही अध्यापन-व्यवसाय अपनाना चाहता हूँ।

49. छात्रों के लिए पुस्तकें सर्वोत्तम नहीं हैं।
50. छात्र नभी अच्छे नागरिक बन सकते हैं, जब अध्यापक अच्छे अध्यापक हों।
51. जब कभी शराब पीने जाते हैं, मुझे अच्छा लगता है।
52. कहने के अनुसार कार्य करने वाले व्यक्ति में अध्यापक के गुण होते हैं।
53. कक्षाध्यापन में परिवर्तन की आवश्यकता है।
54. छात्रों द्वारा किये गये विभिन्न कार्यों का उनके अंतिम मूल्यांकन में कोई स्थान नहीं होना चाहिए।
55. सीखने के लिए छात्र और अध्यापक में अच्छे सम्बन्धों का होना जरूरी है।
56. कक्षा में छात्रों को प्रश्न पूछने की छूट नहीं होनी चाहिए।
57. अध्यापक प्रखर बुद्धि वाले छात्रों को संतुष्ट नहीं कर पाते हैं।
58. छात्र परीक्षा में पास होने के लिए कुछ भी कर सकते हैं।
59. कक्षाध्यापन में अध्यापक और छात्रों के बीच एक दूरी रहती है।
60. अध्यापन व्यवसाय में रहना अभिशाप है।
61. कक्षाध्यापन में पीछे बैठने वालों पर उचित ध्यान नहीं दिया जाता।
62. यह अच्छा है कि अब छात्रों की अभिरूचि को महत्व दिया जाता है।
63. पुराने समय की अध्यापन विधियाँ आज की विधियों से अच्छी थीं।
64. गृह कार्य देते समय छात्रों की योग्यता का ध्यान रखना चाहिए।
65. कक्षाध्यापन में विद्यार्थी का स्थान प्रमुख नहीं होना चाहिए।
66. अध्यापन बहुत ही प्रेरणाप्रद व्यवसाय है।
67. कक्षा में अध्यापक के पाठ दुहराने से कमजोर छात्रों का अधिक लाभ होता है।
68. वह व्यक्ति जो छात्रों को शारीरिक दंड नहीं देता है अयोग्य अध्यापक है।
69. किसी व्यक्ति को अपने जीवन में अध्यापक बनने का स्वप्न भी नहीं देखना चाहिए।
70. छात्र प्रायः कक्षा में मूर्खतापूर्ण बातें करते हैं।
71. जब अध्यापक और विद्यार्थी के बीच मित्रता और उत्साहपूर्ण सम्बन्ध होते हैं तो सीखने के लिए अच्छी स्थिति उत्पन्न हो जाती है।

72. अध्यापन व्यवसाय लोगों को आलसी बनाता है।
73. कक्षा अध्यापन छात्र-केन्द्रित न होकर पुस्तक-केन्द्रित होता है।
74. छात्रों को उनकी प्रगति से सूचित रखना उनके सीखने पर कोई प्रभाव नहीं डालता है।
75. अध्यापक को बालकों के लिए पाठ रोचक नहीं बनाना चाहिए।
76. एक अच्छे शिक्षक को चित्र, मानचित्र, रेखाचित्र इत्यादि की कोई आवश्यकता नहीं होती है।
77. अधिकांश छात्र अध्यापकों का आदर नहीं करते हैं।
78. अध्यापन अध्यापक को थका देता है।
79. अध्यापन व्यवसाय मानवता की सेवा का एक अच्छा माध्यम नहीं है।
80. हमें पाठ्य-क्रम को छात्र की योग्यता के अनुसार बनाना चाहिए न कि छात्र को पाठ्य-क्रम के अनुसार।
81. छात्र विद्यालय के साफ और आकर्षक वातावरण में गर्व अनुभव करते हैं।
82. छात्रों को अध्यापक के कथन से अपनी असहमति व्यक्त करने का अधिकार होना चाहिए।
83. आधुनिक शालाओं की एक कठिनाई यह है कि छात्रों की रुचियों के लिए प्रायः अनुशासन की बलि दी जाती है।
84. कक्षा अध्यापन में क्रिया द्वारा सीखने के नियम को कार्यान्वित नहीं किया जा सकता।
85. मैं अध्यापन के अलावा कोई दूसरा व्यवसाय नहीं चुनूँगा।
86. यदि मुझे कोई नौकरी नहीं मिली तो मैं अध्यापन व्यवसाय अपनाऊँगा।
87. अध्यापकों को छात्रों से व्यवहार करने में कठोर नहीं होना चाहिए।
88. अध्यापक राष्ट्र के नेता हैं।
89. यदि कोई छात्र गृह-कार्य नहीं समझता है तो यह सामान्यतः अध्यापक का दोष है।
90. अध्यापक का कार्य प्रमुखतः विषय-वस्तु पढ़ाना और समझाना ही है।

क्या आपने प्रत्येक कथन का प्रत्युत्तर दिया है ?

कृपया जाँच लीजिए।

धन्यवाद !



निर्देश (कृपया ध्यान पूर्वक पढ़िये)

1- प्रस्तुत प्रश्नावली में आपके शिक्षण व्यवहार से सम्बन्धित कुछ प्रश्न दिये गये हैं। शिक्षण के अभाव आपसे विद्यार्थियों के विभिन्न गुणों को देखा-पराखा है एवं यह स्वाभाविक ही है कि इस अनुभव के आधार पर आप विद्यार्थियों के गुणों को पहचानने में समर्थ हो गये/गयी है। आपके शैक्षिक व्यवहार के इसी पक्ष पर विश्लेषण हेतु प्रस्तुत प्रश्नावली तैयार की गयी है।

2- प्रत्येक प्रश्न का उत्तर पृथक् रूप से दिये गये उत्तर पत्र में क्रमानुसार अंकित कीजिये। कृपया प्रत्येक प्रश्न का उत्तर दीजिये। उत्तर देने की विधि निम्न उदाहरण से स्पष्ट है।

उदाहरण प्रश्न -- एक कक्षा में पढ़ने वाले विद्यार्थियों को उनके वृद्धि स्तर के आधारपर उच्च एवं निम्न वृद्धि स्तरों में बांटा गया है। इस कक्षा से सम्मान्य विद्यार्थियों के अंक तालिका - क में दिये गये हैं, जबकि वृद्धि के आधार पर चयनित किसी एक श्रेणी के विद्यार्थियों के अंक तालिका - ख में दिये गये हैं। विद्यार्थी समूहों के प्रति अपनी शैक्षिक धारणा के आधार पर सुचित कीजिये कि तालिका - ख में वृद्धि स्तर के आधार पर चयनित किन श्रेणी (उच्च वृद्धि स्तर अथवा निम्न वृद्धि स्तर) के विद्यार्थियों के अंक हैं।

तालिका - क	255	235	277	224	260	256	241	280	229	274
(पूर्णांक-500)	245	265	223	276	240	244	259	220	271	226
तालिका - ख	315	200			325		285		275	
पूर्णांक- 500)										

कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये।

उत्तर पत्र

उत्तर (उदाहरण प्रश्न) (कृपया किसी एक श्रेणी के सम्मुख सही (✓)का निशान लगाइये)

तालिका - ख में प्रदर्शित अंक ----- है।

1- उच्च वृद्धि स्तर के विद्यार्थियों के

☐

2- निम्न वृद्धि स्तर के विद्यार्थियों के

☐

3- पता नहीं/अनिश्चित

☐



कृपया उपरोक्त प्रकार से निम्न प्रश्नों का उत्तर दीजिये ।

प्रश्न 1- एक कक्षा के सामान्य विद्यार्थियों के अधिकतम 100 अंकों में से प्राप्तार्क नोट किये गये । इन अंकों को तालिका - क में प्रदर्शित किया गया है । इसी कक्षा में से विद्यार्थियों के लिंग पर आधारित एक समूह - विशेष के अंक अलग से नोट किये गये, जिन्हें तालिका - ख में प्रदर्शित किया गया है । विद्यार्थियों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में प्रदर्शित अंक विद्यार्थियों के किस लिंग - समूह (छात्र अथवा छात्राओं) के हैं ।

तालिका - क	43	55	42	58	54	48	56	52	47	50
(पूर्णांक - 100)	57	45	58	50	46	52	44	48	53	42
तालिका - ख	57		63		65		55		60	
(पूर्णांक - 100)										

कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये ।

प्रश्न 2- एक शोधकर्ता द्वारा विद्यार्थियों को उनकी जाति के आधार पर चार जाति वर्गों में बाँटा गया । ये जाति वर्ग क्रमशः अनुसूचित जाति (जैसे आर्या, टम्टा आदि), अनुसूचित जनजाति (जैसे - भोटिया, थारु बोक्सा जनजातियों से सम्बन्धित जातियाँ), अन्य पिछड़ी जाति वर्ग (जैसे - वर्मा, सुनार, यादव आदि) तथा सामान्य जाति (जैसे - ब्राह्मण, क्षत्रिय व अन्य सवर्ण जातियाँ) हैं । कक्षा के अधिकांश विद्यार्थियों के अंकों, जो कि तालिका - क में दिये गये हैं, की तुलना में एक जाति - विशेष के विद्यार्थियों द्वारा तालिका - ख में प्रदर्शित अंक प्राप्त किये गये । विभिन्न विद्यार्थियों के समूहों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में प्रदर्शित अंक किस जाति-वर्ग के विद्यार्थियों के हैं ।

तालिका - क	54	47	55	46	60	51	59	48	57	52
(पूर्णांक -100)	50	52	49	58	44	53	45	56	47	57
तालिका - ख		61		57		63		69		62
(पूर्णांक - 100)										

कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये ।

प्रश्न 3- विद्यार्थियों को उनके परिवार की सामाजिक-आर्थिक स्थिति के आधार पर तीन वर्गों में विभाजित किया जा सकता है । ये वर्ग क्रमशः उच्च सामाजिक-आर्थिक वर्ग, मध्यम सामाजिक-आर्थिक वर्ग तथा निम्न सामाजिक-आर्थिक वर्ग हैं । तालिका - क में एक कक्षा के सामान्य विद्यार्थियों के वार्षिक परीक्षा-फल में प्राप्तार्क दिये गये हैं, तथा तालिका - ख में इसी कक्षा के ऐसे विद्यार्थियों के अंक दिये गये हैं जो एक विशेष सामाजिक-आर्थिक वर्ग से सम्बन्धित हैं । विभिन्न विद्यार्थी समूहों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में किस सामाजिक-आर्थिक वर्ग के विद्यार्थियों के अंक दिये गये हैं ।





तालिका - क	51	43	55	41	53	48	60	44	54	42
(पूर्णांक - 100)	49	57	45	59	47	52	40	56	46	58
तालिका - ख	65		60		55		64		56	
(पूर्णांक - 100)										

कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये ।

प्रश्न 4- कक्षा नौ के सामान्य विद्यार्थियों द्वारा कक्षा नौ की वार्षिक परीक्षा में अधिकतम 500 अंकों में से प्राप्तांक तालिका - क में दिये गये है । इसी कक्षा में विद्यार्थियों को दो समूहों में बाँटा गया - एक समूह वह था जिसके पूर्व वर्ष की कक्षा आठ की वार्षिक परीक्षा में उच्च अंक ( अच्छे अंक, 60% या अधिक ) थे, तथा दूसरा जिसके कक्षा - आठ की वार्षिक परीक्षा में निम्न अंक ( खराब अंक, 45% या कम ) थे । इन विद्यार्थियों के समूहों को क्रमशः उच्च पूर्व शैक्षिक उपलब्धि - समूह तथा निम्न पूर्व शैक्षिक उपलब्धि समूह कहा गया । विद्यार्थी समूहों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में दिये गये अंक किस विद्यार्थी - समूह ( उच्च पूर्व शैक्षिक उपलब्धि समूह अथवा निम्न पूर्व शैक्षिक उपलब्धि समूह ) के हैं ।

तालिका - क	240	255	275	237	265	259	272	270	229	248
(पूर्णांक - 500)	260	245	225	263	235	241	228	230	271	252
तालिका - ख	290		300		320		310		280	
(पूर्णांक - 500)										

कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये ।

प्रश्न 5- कक्षा में कुछ विद्यार्थी अन्य विद्यार्थियों की तुलना में अधिक या कम आयु के होते हैं । एक विद्यालय की कक्षा-नौ में विद्यार्थियों की आयु के आधार पर दो समूह पहचाने गये । पहले समूह को उच्च आयु वर्ग कहा गया जिसमें 17 वर्ष या उससे अधिक आयु के विद्यार्थी सम्मिलित किये गये जबकि दूसरे आयु वर्ग, जिसको निम्न आयु वर्ग कहा गया, में 16 वर्ष या उससे कम आयु के विद्यार्थी सम्मिलित किये गये । इस कक्षा के सामान्य विद्यार्थियों के प्राप्तांकों को तालिका - क में प्रदर्शित किया गया है, लेकिन एक विशिष्ट आयु वर्ग के प्राप्तांकों को तालिका - ख में दिया गया है । इन विद्यार्थी- समूहों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में प्रदर्शित अंक किस आयु वर्ग ( उच्च अथवा निम्न आयु वर्ग ) के हैं ।



तालिका - क	50	41	52	45	56	49	60	46	53	50
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(पूर्णांक - 100)	49	59	48	55	44	51	40	54	47	61
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तालिका - ख	64	57	60	56	63
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(पूर्णांक - 100)	
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कृपया अपने उत्तर को उत्तर-पत्र में प्रश्न की क्रम संख्या के अनुसार अंकित कीजिये ।

प्रश्न 6- कक्षा में उपस्थित विद्यार्थियों के शारीरिक - आकर्षण के आधार पर दो समूह पहचाने जा सकते हैं । प्रथम समूह में ऐसे विद्यार्थी होते हैं जो देखने में सुन्दर, साफ-सुथरे एवं आकर्षक व्यवितत्व वाले होते हैं (उदाहरण के लिये चित्र संख्या - 1 एवं 2 देखिये) । ऐसे विद्यार्थियों को "आवर्तक विद्यार्थी" कहा जा सकता है । इसके विपरीत कक्षा में कुछ ऐसे विद्यार्थी होते हैं जो देखने में कुम्प, गन्दे व अनाकर्षक व्यवितत्व वाले होते हैं । (उदाहरण के लिये चित्र - 3 एवं चार में देखिये) । ऐसे विद्यार्थियों को "अनाकर्षक विद्यार्थी" कहा जा सकता है । एक कक्षा के अधिकांश विद्यार्थियों द्वारा प्राप्त अंकों, जिन्हें तालिका - क में प्रदर्शित किया गया है, की तुलना में आकर्षण/अनाकर्षण के आधार पर चयनित प्रतिपक्ष विद्यार्थियों द्वारा तालिका - ख में प्रदर्शित अंक प्राप्त किये गये । इन विद्यार्थी समूहों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में प्रदर्शित अंक कितना श्रेणी के विद्यार्थियों ( आकर्षक अथवा अनाकर्षक ) के हैं ।

चित्र 1 एवं 2



चित्र - 1

चित्र - 2

चित्र 3 एवं 4



चित्र - 3

चित्र - 4

तालिका - क	51	47	43	55	50	56	54	42	45	52
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(पूर्णांक - 100 )	49	53	50	57	45	48	55	44	46	58
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तालिका - ख	60	58	67	62	53
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(पूर्णांक - 100)	
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कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये ।

प्रश्न 7- विद्यार्थियों को उनके नामों के आधार पर दो समूहों में विभाजित किया जा सकता है । कुछ विद्यार्थियों के नाम श्रवणात्मक प्रकृति के होते हैं - अर्थात् हमें इस प्रकार के नाम अच्छे लगते हैं ( जैसे विजय, मयंक, अक्षय ) । इसके विपरीत कुछ नाम कर्णात्मक प्रकृति के होते हैं, जिन्हें हम नापसन्द करते हैं ( जैसे डुंगर, पान शेरिलाल ) । तालिका - क में एक कक्षा के श्रवणात्मक विद्यार्थियों के वार्षिक परीक्षा फल में प्राप्त अंक दिये गये हैं



तथा तालिका - ख में इसी कक्षा के ऐसे विद्यार्थियों के प्राप्तांक दिये गये हैं जिनके नाम एक विशिष्ट श्रेणी (धनात्मक अथवा ऋणात्मक) में आते हैं। इन विद्यार्थी समूहों के प्रति अपनी शैक्षिक अपेक्षा के आधार पर सूचित कीजिये कि तालिका - ख में नाम के आधार पर चयनित किस श्रेणी (आकर्षक नाम अथवा अनाकर्षक नाम) के विद्यार्थियों के अंक हैं।

तालिका - क	260	225	245	227	267	241	282	270	235	284
(पूर्णांक - 500)	240	275	255	273	243	259	218	230	265	216
तालिका - ख	294			280		300		306		320
(पूर्णांक - 500)										

कृपया अपने उत्तर को उत्तर-पत्र में क्रमानुसार अंकित कीजिये।

धन्यवाद









व्यक्तिगत सूचना प्रपत्र (विद्यार्थी)

क्रम नं० [ 82 ]

दिनांक [ 18/11 ]

(निर्देश:- कृपया निम्न सूचनाओं को प्रश्नों के साथ दिये गये निर्देशों के अनुरूप भरिये।)

१-आपका नाम [ कृपया लिखिये ] एन. सी. डोडिया

२-पिता का नाम व पता [ कृपया लिखिये ] डा० हरि सिंह

गंगा विनयपुर परिया

३-विद्यालय का नाम व पता [ कृपया लिखिये ] एन. सी. डोडिया विद्यालय

४-आपका लिंग [ कृपया किसी एक श्रेणी में सही ] ☒ ] का निशान लगाये।

१. महिला ☒

२. पुरुष ☐

५-आपकी आयु [वर्षों में] कितनी है [कृपया दिये गये स्थान में लिखिये] ?  
वर्ष [ 15 ]

६-आप निम्न में से किसे वर्ग/वर्ग में मानते हैं ? [कृपया किसी एक श्रेणी में सही] का निशान लगायें।

१. अनुसूचित जाति ☐

२. अनुसूचित जनजाति ☐

३. पिछड़ा वर्ग [ओ० बी० सी०] ☐

४. अल्पसंख्यक वर्ग ☐

५. सामान्य वर्ग ☒

७-वर्तमान समय में आप किस कक्षा/वर्ग में अध्ययन कर रहे/रही हैं ? [कृपया दिये गये स्थान में लिखिये]  
कक्षा [ 9 ] वर्ग [ A ]

८-वर्तमान समय में आप किस कक्षा/वर्ग में अध्ययन कर रहे/रही हैं वह किस वर्ग में आती है ?

१. विज्ञान वर्ग ☐

२. कला वर्ग ☐

३. वाणिज्य वर्ग ☐

४. अन्य [कृपया लिखें] कृषि

९-पिछले वर्ष आप किस कक्षा में अध्ययन कर रहे/रही थी ? [कृपया दिये गये स्थान में लिखिये]  
कक्षा [ 8 ] वर्ग [ ] विद्यालय का नाम [ ]

१०-पिछले वर्ष आप जिस कक्षा में अध्ययन कर रहे थे, उसमें आपका परीक्षाफल [रिजल्ट] कैसा रहा  
(कृपया निम्न में से किसी एक श्रेणी को सम्मुख सही) का निशान लगाइये।

१. उत्तीर्ण (पास) ☒

२. अनुत्तीर्ण (फेल) ☐

३. किसी कारणवश परीक्षा में नहीं बैठ सका/सकी ☐

डा० एन० सी० डोडिया, उपाध्यक्ष, कु० वि० वि० परिसर, नलमोड द्वारा एम० सी० ई० आर०  
डो० प्रोबित शोध परियोजना हेतु निर्मित

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११. पिछले वर्ष की परीक्षा में यदि आप उत्तीर्ण (पास) अथवा अनुत्तीर्ण (फेल) हुये थे तो आपको कुल कितने अंक (प्राप्तांक) प्राप्त हुये ?

१. कुल प्राप्त नम्बर (प्राप्तांक) (कृपया लिखें)

[ 910 ]

२. कुल अंक (पूर्णांक) (कृपया लिखें)

[ 800 ]

३. कुल प्राप्त अंक (प्रतिशत में) (कृपया लिखें)

[ ]

४. कक्षा में स्थान (कृपया किसी एक श्रेणी में सही (✓) का निशान लगाइये)

१. प्रथम (पहला)

[ ]

२. द्वितीय (दूसरा)

[ ]

३. तृतीय (तीसरा)

[ ]

४. चतुर्थ (चौथा)

[ ]

५. पंचम (पाँचवा)

[ ✓ ]

६. अन्य (कृपया लिखें)

[ ]

७. कोई स्थान नहीं

[ ]

१२- यदि आप पिछले वर्ष परीक्षा में किसी कारणवश नहीं बैठ पाये तो कृपया उससे पूर्व वर्ष के परीक्षा फल के बारे में निम्न सूचना दीजिये।

१. उत्तीर्ण (पास) अथवा (अनुत्तीर्ण) फेल (कृपया लिखें)

[ ]

२. कुल प्राप्त अंक (प्राप्तांक) (कृपया लिखें)

[ ]

३. कुल अंक (पूर्णांक) (कृपया लिखें)

[ ]

४. कुल प्राप्त अंक (प्रतिशत में) (कृपया लिखें)

[ ]

५. कक्षा में स्थान (कृपया किसी एक श्रेणी में सही (✓) का निशान लगाइये)

१. प्रथम (पहला)

[ ]

२. दूसरा (द्वितीय)

[ ]

३. तृतीय (तीसरा)

[ ]

४. चतुर्थ (चौथा)

[ ]

५. पंचम (पाँचवा)

[ ]

६. अन्य (कृपया लिखें)

[ ]

७. कोई स्थान नहीं

[ ]

१३. आपको राय में इस सत्र की वार्षिक परीक्षा में आप किस स्तर के कुल अंक प्राप्त करने/करनी हैं? कृपया किसी एक श्रेणी में सही (✓) का निशान लगाइये।

१. नव्वे प्रतिशत (९०%) या उससे अधिक

[ ]

२. अस्सी प्रतिशत से नवासी प्रतिशत (८०-८९%) के बीच

[ ]

३. सत्तर प्रतिशत से उन्नासी प्रतिशत (७०-७९%) के बीच

[ ]

४. साठ प्रतिशत से उनसतर प्रतिशत (६०-६९%) के बीच

[ ]

५. पचस प्रतिशत से उनसठ प्रतिशत (५०-५९%) के बीच

[ ]

६. चालीस प्रतिशत से उनपचास प्रतिशत (४०-४९%) के बीच

[ ]

७. तीस प्रतिशत से उनचालीस प्रतिशत (३०-३९%) के बीच

[ ]

८. बीस प्रतिशत से उनतीस प्रतिशत (२०-२९%) के बीच

[ ]

९. उन्नीस प्रतिशत या उससे कम (० से १९%)

[ ]

१४- कक्षा में आप कितना उपस्थित रहते हैं ? (किसी एक श्रेणी के सम्मुख सही ( —/ ) का निशान लगाइये।

१. हफ्ते में सभी दिन [ ✓ ]
२. हफ्ते में चार-पाँच दिन [ ]
३. हफ्ते में दो-तीन दिन [ ]
४. हफ्ते में एक दिन [ ]

१५- अपनी कक्षा के बहपठियों की तुलना में आपकी शिक्षक योग्यता कितनी है ? (कृपया किसी एक श्रेणी के सम्मुख ( —/ ) का निशान लगाइये)।

१. मैं सबसे अधिक योग्यता रखता हूँ [ ]
२. मैं सामान्य विद्यार्थी से अधिक योग्यता रखता हूँ [ ✓ ]
३. मैं एक सामान्य विद्यार्थी के समान हूँ [ ]
४. मैं सामान्य विद्यार्थी से कम योग्य हूँ [ ]
५. मैं सबसे कम योग्यता रखता हूँ [ ]

१६- अपनी कक्षा के विद्यार्थियों को तुलना में शिक्षकों से आसके सम्बन्ध हैं ? (कृपया किसी एक श्रेणी के सम्मुख सही ( —/ ) का निशान लगाइये)।

१. मैं शिक्षकों से अधिक निकटता रखता हूँ [ ✓ ]
२. मैं शिक्षकों से निकटता रखता हूँ [ ]
३. मैं शिक्षकों से दूरी रखता हूँ [ ]
४. मैं शिक्षकों से अत्यधिक दूरी रखता हूँ [ ]

१७- कक्षा में पूछे गये प्रश्नों का उत्तर देने के आपको कितने अवसर प्राप्त होते हैं ? (कृपया किसी एक श्रेणी में ( —/ ) का निशान लगाइये।

१. बहुत अधिक [ ]
२. अधिक [ ✓ ]
३. सामान्य [ ]
४. कम [ ]
५. बहुत कम [ ]

१८- कक्षा में शिक्षकों द्वारा करवायी जाने वाली विभिन्न गतिविधियों में आप कितना भाग लेते हैं ? (कृपया किसी एक श्रेणी में सही ( —/ ) का निशान लगाइये)।

१. हमेशा [ ]
२. कभी-कभी [ ✓ ]
३. कभी नहीं [ ]

१९- शिक्षकों द्वारा आपको कितना डाँटा जाता है (कृपया किसी एक श्रेणी में सही ( —/ ) का निशान लगाइये)

१. अत्यधिक बार [ ]
२. अधिक बार [ ]
३. कम बार [ ✓ ]
४. बहुत कम बार [ ]



सामूहिक मानसिक योग्यता परीक्षा (2/70)  
( A GROUP TEST OF INTELLIGENCE )  
FOR CHILDREN

प्रमाणित संस्करण

\*\*\*

द्वारा -

डा० आर० के० टण्डन, एम.ए., पी-एच.डी.;  
रीडर एवं अध्यक्ष, मनोविज्ञान विभाग  
के० जी० के० कालिज, मुरादाबाद

\*\*\*\*

[ सर्वाधिकार सुरक्षित ]



गोपनीय-

## सामूहिक मानसिक योग्यता परीक्षा (2/70)

( A Group Test of Intelligence for Children )

इस प्रश्न-पत्र पर न तो कुछ लिखना है और न किसी तरह का चिन्ह बनाता चाहिये,  
सभी उत्तरों को उत्तर पत्र पर ही लिखना होगा।

\*\*\*

निर्देश -

यह एक साधारण मानसिक योग्यता परीक्षा है। इसे आपको 20 मिनट में करना होगा। इसमें पांच पृष्ठों पर 91 प्रश्न दिये गये हैं। इसमें दिए गए सभी प्रकार के प्रश्नों को भली भाँति समझा दिया जायेगा। सभी प्रश्न साधारण भाषा में लिखे हैं, इनमें से केवल सबसे ठीक उत्तर को चुनना है और सही उत्तर की संख्या को उत्तर पत्र पर लिखना है। इस प्रकार प्रत्येक प्रश्न का उत्तर सर्वदा संख्या में ही होगा। अतः बिबाबट का कार्य बहुत कम करना है प्रत्येक प्रश्न का एक ही ठीक उत्तर है और प्रत्येक उत्तर का एक अंक है। समय अधिक नहीं है तथा प्रायः यह सम्भव नहीं होता है कि एक व्यक्ति स्वयं परीक्षा को पूर्ण कर सके। अतएव, आपको शीघ्रताशीघ्र कार्य करना चाहिये तथा अधिक से अधिक प्रश्नों का शुद्ध उत्तर देना चाहिये। यदि कोई प्रश्न आप को अति कठिन प्रतीत हो, तो उसे सोचने में अधिक समय व्यततीत मत कीजिये, उसे छोड़कर अगले प्रश्न का उत्तर दे सकते हैं।

आरम्भ करने की आज्ञा मिलने पर ही उत्तर लिखना आरम्भ कीजिये  
और जितनी शीघ्रता से हो उत्तर दीजिये।

\*\*\*

इस प्रश्न पत्र कुछ नहीं लिखना है और न किसी तरह का चिन्ह लगाना है।

अब पन्ना उलटिये तथा प्रश्नों के लिये दिये हुए उदाहरणों को पढ़िये,

## अभ्यास के लिए उदाहरण

### उत्तर उत्तर-पत्र पर दिये गये हैं (अभ्यास के कालम को देखिये)

परीक्षा में निम्न प्रकार के प्रश्न पूछे गये हैं उनके उदाहरण नीचे दिये गये हैं। इन उदाहरणों के उत्तर भी उत्तर-पत्र पर दिये गये हैं,

आइये अब हम प्रश्नों के उत्तर देने का प्रयत्न करें—

- [1] 1, 2, 3, 4, 5, 6... के क्रमानुसार आगे की संख्या लिखिए—  
(1) 8, (2) 9, (3) 6, (4) 10, (5) 7। 1
- [2] 5, 10, 15, 20 ... के क्रमानुसार आगे की संख्या लिखो—  
(1) 7, (2) 25, (3) 35, (4) 30, (5) 4। 2
- [3] पंखा हमारे लिये लाभदायक इसलिए होता है क्योंकि—  
(1) वह मंहगा होता है। (2) वह हमें हवा प्रदान करता है।  
(3) वह देखने में अच्छा लगता है। (4) इसे हर एक आसानी से चला लेता है। 3
- [4] चूहे दानिकारक जीव होते हैं, क्योंकि—  
(1) वे पक्षी के कोटाणु फेंकाते हैं। (2) वे अंधकार में हमें डराते हैं।  
(3) वे घर में पाये जाते हैं। (4) वे देखने में खराब लगते हैं। 4
- [5] धनी का अर्थ है—  
(1) दयावान, (2) स्वस्थ, (3) विशाल, (4) अमीर, (5) हिंसेसी। 5
- [6] माता का अर्थ होता है—  
(1) मित्र, (2) शत्रु, (3) सम्बन्धी, (4) भाई, (5) जननी। 6
- [7] काले का उल्टा होता है—  
(1) अंधकार, (2) दिन, (3) सफेद, (4) रात, (5) उजाला। 7
- [8] जीवन का उल्टा होता है—  
(1) अन्त, (2) मृत्यु, (3) निराशा, (4) आनन्द, (5) मिट्टी : 8
- [9] गाय : बछड़ा :: बकरी : ?  
(1) घोड़ा, (2) भेड़, (3) पिल्ला, (4) मेमना, (5) कुत्ता। 9
- [10] शेर : शेरनी :: राजा : ?  
(1) वजीर, (2) दासी, (3) रानी, (4) महल, (5) राज्य। 10
- [11] राम महेश के दाहिनी ओर बैठा है और रमेश महेश के बाँयी ओर है तो बताओ कि बीच में कौन बैठा है ?  
(1) राम, (2) रमेश, (3) महेश। 11
- [12] यदि कला रमा से लम्बी है, प्रभा सीता से छोटी है और कला प्रभा की अपेक्षा लम्बी है तो बताओ कि सबसे छोटी कौन है ?  
(1) रमा, (2) कला, (3) प्रभा, (4) सीता। 12
- [13] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
(1) कुत्ता, (2) बिल्ली, (3) बन्दर, (4) पाप, (5) चूहा। 13
- [14] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
(1) रेशम, (2) खदर, (3) लट्ठा, (4) बजाज, (5) मलमल। 14

[ आप कोई भी प्रश्न पूछ सकते हैं तथा समझन बाँकाओं का समाधान कर सकते हैं ]



जब तक कहा न जाय

कृपया

पन्ना मत उलटिए

एक

## परीक्षा के लिए प्रश्न

सभी उत्तरों को उत्तर-पत्र के पृष्ठ 1 के कालम में लिखियेगा।

- [1] अमीर का अर्थ है- (1) विशाल, (2) स्वस्थ, (3) धनी, (4) पूर्ण, (5) प्राचीन। 1
- [2] हम कण्डे इसलिए पहनते हैं क्योंकि-  
(1) वे देखने में सुन्दर लगते हैं। (2) वे भारत में बहुत बनते हैं।  
(3) वे रंगीन होते हैं। (4) वे शरीर को सुरक्षित रखते हैं। 2
- [3] राम की मोटाई मोहन से कम है। आकार में कमल राम से पतला है तो बताओ कि सबसे पतला कौन है ? (1) राम, (2) मोहन, (3) कमल, 3
- [4] पुष्प का अर्थ है- (1) वृक्ष, (2) संवरा, (3) फूल, (4) धूप, (5) धूल। 4
- [5] हम दूध इसलिए पीते हैं क्योंकि-  
(1) यह स्वादिष्ट होता है। (2) यह सफेद होता है।  
(3) इसमें चीनी आसानी से मिल जाती है। (4) यह स्वास्थ्य प्रदान करता है। 5
- [6] ठण्डक का उल्टा है- (1) गर्मी, (2) सर्दी, (3) बर्फ, (4) जल (5) आग। 6
- [7] वृक्ष हमारे लिए लाभदायक इसलिए होते हैं क्योंकि-  
(1) उनमें पत्तियाँ होती हैं। (2) वे घने होते हैं।  
(3) वे हमें लकड़ी प्रदान करते हैं। (4) उनपर चिड़ियाँ घोंसले बनाती हैं। 7
- [8] 16, 17, 18, 19, 20... के क्रमानुसार आगे की संख्या लिखिये।  
(1) 22, (2) 25, (3) 14, (4) 21, (5) 23। 8
- [9] परिश्रमी का अर्थ है- (1) बहादुर, (2) मेहनती, (3) आलसी, (4) सुखी, (5) चतुर। 9
- [10] हवा हमारे लिये लाभदायक है क्योंकि-  
(1) यह वायु मण्डल में रहती है। (2) यह गर्मी दूर करती है।  
(3) ठण्ठी हवा आनन्द दायी होती है। (4) जीवित रहने में सहायता प्रदान करती है। 10
- [11] मित्र का उल्टा है-  
(1) भाई, (2) सम्बन्धी, (3) शत्रु, (4) अपना, (5) पराया। 11
- [12] आँख : देखना :: कान : ?  
(1) कहना, (2) सूचना, (3) काटना, (4) सुनना, (5) चलना, 12
- [13] पानी हमारे लिये लाभदायक होता है क्योंकि-  
(1) यह धुलाई के काम आता है। (2) यह पीने के काम आता है।  
(3) यह आसानी से मिल जाता है। (4) दूध में आसानी से मिल जाता है। 13
- [14] 6, 7, 12, 13, 18..... के क्रमानुसार आगे की संख्या लिखो।  
(1) 14, (2) 10, (3) 15, (4) 19, (5) 25। 14
- [15] निर्वल का अर्थ होता है-  
(1) बीमार, (2) पीड़ित, (3) दुखी, (4) बलवान, (5) कमजोर। 15
- [16] रमेश से पहले राकेश पैदा हुआ, राकेश से पहले कृष्ण पैदा हुआ तो बताओ कि आयु में सबसे बड़ा कौन है ? (1) रमेश, (2) राकेश, (3) कृष्ण। 16
- [17] कौनसा एक शब्द अन्य शब्दों से भिन्न है।  
(1) चिड़िया, (2) तोता, (3) मैना, (4) कबूतर (5) खरगोश। 17
- [18] कराहने का अर्थ है-  
(1) अकुश, (2) क्रुण, (3) चिल्लाना, (4) उछलना, (5) कूदना। 18
- [19] 14, 13, 12, 11, 10 के क्रमानुसार आगे की संख्या लिखिये।  
(1) 1, (2) 16, (3) 8 (4) 11, (5) 9। 19
- [20] घोड़ा : हिनहिनाता :: कुत्ता : ?  
(1) गाड़ी (2) भौकना, (3) काटना, (4) रोटी, (5) बिल्ली। 20

[समय कम है पन्ना उलट कर पृष्ठ 2 पर देखिये]

सभी उत्तरों को उत्तर-पत्र के पृष्ठ 2 के कालम में लिखियेगा।

दो.

- [21] फुर्ती का उल्टा होता है—  
(1) दौड़ना, (2) काम, (3) सुरती, (4) तेजी, (5) उतासी। 21
- [22] बच्चों के लिए खेल इसलिए आवश्यक क्योंकि—  
(1) इससे उनका स्वास्थ्य बग़्ता है। (2) इसके द्वारा उन्हें मित्र बनते हैं।  
(3) बड़े होने पर खेलने का अवकाश कम मिलता है। (4) इससे पढ़ाई में मदद मिलती है 22
- [23] कौन या शब्द अन्य शब्दों से भिन्न है—  
(1) संतरा, (2) केला, (3) मकान, (4) आम, (5) अमरुद। 23
- [24] तीन बालक एक पक्ति में बैठे हुये हैं। राम प्रेम के आगे बैठा है और श्याम प्रेम के पीछे बैठा है तो बताओ कि सबसे पीछे कौन बैठा है ? (1) राम, (2) प्रेम, (3) श्याम। 24
- [25] हम अंगीठी इसलिए रखते हैं क्योंकि—  
(1) वह काली होती है। (2) वह लोहे की होती है।  
(3) वह देखने में सुन्दर लगती है। (4) वह गर्मी देती है। 25
- [26] ऋतु का अर्थ होता है—  
(1) गरम करने वाला, (2) ऋषि, (3) वर्षा, (4) नेवला, (5) जलवायु। 26
- [27] अमृत का उल्टा होता है—(1) कटु, (2) खट्टा, (3) मीठा, (4) तोखा (5) विष। 27
- [28] 5, 8, 11, 14, 17... के क्रमानुसार आगे की संख्या लिखिए—  
(1) 18, (2) 16, (3) 20, (4) 22, (5) 21। 28
- [29] बाजकल विधुत लाभदायक इसलिए होती है, क्योंकि—  
(1) वह रोगनी प्रदान करती है। (2) इससे बांधों का निर्माण होता है।  
(3) यह हर जगह मिलती है। (4) मनुष्यों में विजली के उपयोग की इच्छा होती है। 29
- [30] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
(1) तबला, (2) बोन, (3) वीणा, (4) कैरम बोर्ड, (5) सितार। 30
- [31] आशा से पुष्पा तेज दौड़ती हैं, पुष्पा से निर्मला तेज दौड़ती हैं तो बताओ सबसे तेज कौन दौड़ती है ? (1) आशा, (2) पुष्पा, (3) निर्मला। 31
- [32] वृक्ष : हरा :: स्लेट : ?  
(1) लाल, (2) पीली, (3) काली, (4) सफेद, (5) नीला। 32
- [33] शुद्ध का उल्टा है—(1) अपवित्र, (2) अशुद्ध, (3) विशुद्ध, (4) पवित्र, (5) स्वच्छ। 33
- [34] साहसी का अर्थ है—  
(1) विजयी, (2) हिम्मती, (3) लड़का, (4) कायर, (5) बहादुर। 34
- [35] 32, 30, 28, 26, 24... के क्रमानुसार आगे की संख्या लिखो—  
(1) 25, (2) 23, (3) 22, (4) 33, (5) 35। 35
- [36] कौन या शब्द शब्दों से भिन्न है—  
(1) काला, (2) पीला, (3) नीला, (4) अंधकार, (5) सफेद। 36
- [37] हम सिनेमा इसलिए जाते हैं क्योंकि—  
(1) वहाँ पर लोगों से मुलाकात होती है। (2) वहाँ पैसों का सदुपयोग होता है।  
(3) उन्हें देखकर पढ़ाई का कार्य सरल हो जाता है। (4) उनसे मनोरंजन प्राप्त होता है। 37
- [38] मोहन ने राम नाटा है, कृष्ण से मोहन नाटा है तो सबसे लम्बा कौन है ?  
(1) मोहन, (2) कृष्ण, (3) राम। 38
- [39] आदमी : मुहँ :: चिड़िया : ?  
(1) घर, (2) सर, (3) चोंच, (4) उड़ना, (5) खाना। 39
- [40] शक्ति का उल्टा होता है—(1) बिमारी, (2) निर्बलता, (3) पोड़ा, (4) कोमलता (5) कड़ापन 40

[समय कम है परना उलट कर पृष्ठ 3 पर देखें।]

तीन

सभी उत्तरों को उत्तर-पत्र के पृष्ठ 3 के कालम में लिखियेगा।

- [41] नागरिक का अर्थ होता है—  
(1) ग्रामीण, (2) राजधानी निवासी, (3) पहाड़ी, (4) पगड़ी, (5) नगर निवासी। 41
- [42] 4, 13, 22, 31, 40...के क्रमानुसार आगे की संख्या लिखिये।  
(1) 46, (2) 48, (3) 49 (4) 30, (5) 58। 42
- [43] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
(1) मेज, (2) कुर्सी, (3) चूल्हा, (4) खाट, (5) औरत। 43
- [44] यदि क्रिकेट का खेल हाकी के खेल से मंद्ग है, हाकी का खेल बेडमिंटन के खेल से श्रुत है।  
और यदि क्रिकेट का खेल बेडमिंटन से मंद्ग है तो सबसे मंद्ग खेल कौन सा है ?  
(1) क्रिकेट (2) हाकी (3) बेडमिंटन। 44
- [45] हमको शराब इसलिए नहीं पीनी चाहिये क्योंकि—  
(1) शराब पीना पाप है। (2) इससे फेफड़े खराब हो जाते हैं।  
(3) व्यक्ति नशे में हो जाता है। (4) शराब से दुर्गंध आती है। 45
- [46] आशा का उल्टा होता है—  
(1) सुख, (2) सफलता, (3) दुःख, (4) भविष्य, (5) निराशा। 46
- [47] कुत्ता : बकरी :: पिल्ला : ?  
(1) मेमना, (2) धिल्ली, (3) खरगोश, (4) चूहा, (5) कुतिया। 47
- [48] प्रधान का अर्थ है—  
(1) मनुष्य, (2) धनी, (3) मार्ग, (4) मुख्य, (5) उचित। 48
- [49] 1, 3, 5, 7, 9...के क्रमानुसार आगे की संख्या लिखो—  
(1) 10, (2) 11, (3) 13, (4) 1, (5) 8। 49
- [50] कौन सा शब्द अन्य शब्दों से भिन्न है—  
(1) गोमती, (2) गोदावरी, (3) सरोजनी, (4) गंगा, (5) जमुना। 50
- [51] रमा प्रभा की अपेक्षा अधिक बुद्धिमती है। बुद्धि में सीता रमा की अपेक्षा तेज है। बताओ कि  
सबसे कम बुद्धिमती कौन है ?  
(1) रमा, (2) प्रभा, (3) सीता। 51
- [52] फिसान खेती इसलिए करते हैं क्योंकि—  
(1) उनके पास ङल होते हैं। (2) इससे जमीन उपजाऊ होती है।  
(3) उनके पास बीज होते हैं। (4) वे इस कार्य में निपुण होते हैं। 52
- [53] सत्कार का उल्टा होता है—  
(1) श्रावर्ण, (2) आज्ञा भंग, (3) असत्य, (4) अनादर, (5) सम्बोधन। 53
- [54] सिर : टोपी :: पैर : ?  
(1) कपड़े, (2) शरीर, (3) सीता, (4) जूता, (5) पजामा। 54
- [55] नासिका का अर्थ होता है—  
(1) जीभ, (2) नाक, (3) कान, (4) आँख, (5) हाथ। 55
- [56] 2, 4, 6, 8, 10 के क्रमानुसार आगे की संख्या लिखो—  
(1) 11, (2) 9, (3) 1, (4) 12, (5) 14। 56
- [57] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
(1) कूदना, (2) फाँदना, (3) भागना, (4) चलना, (5) खड़े होना। 57
- [58] तीन बड़े एक पंक्ति में खड़े हैं, यदि व अ के दाईं ओर है और स बाईं ओर है तो बताओ कौन सा  
डब्बा बीच में है ?  
(1) अ, (2) ब, (3) स। 58
- [59] बच्चों को स्कूल इसलिए जाना चाहिये क्योंकि—  
(1) वह घर पर रह कर शीर्ष न सचाये। (2) वह नये खेल, खेल सकें।  
(3) उनका बातावरण बदल जाये। (4) वह ठीक ढंग से पढ़ सकें। 59
- [60] पुरुष का उल्टा होता है—  
(1) पुत्र, (2) युवक, (3) स्त्री, (4) युवती, (5) पुरुष। 60

[समय कम है पन्ना उलट कर पृष्ठ 4 पर देखिये]

- [61] संतरा : फल :: अलू : ?  
 (1) गोभी, (2) टमाटर, (3) मटर, (4) तरकारी, (5) छिलका। 61
- [62] स्वरूप का अर्थ है—(1) रूप, (2) रंग, (3) आकार, (4) सुन्दर, (5) निर्मल। 62
- [63] 23, 21, 19, 17, 15 के क्रमानुसार आगे की संख्या लिखिये।  
 (1) 14, (2) 13, (3) 27, (4) 23, (5) 12। 63
- [64] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
 (1) सागर, (2) भोल, (3) तालाब, (4) पर्वत, (5) सरिता। 64
- [65] राम का नाम इयाम से पहले आता है। इयाम का नाम कृष्ण से पहले आता है। कृष्ण से आगे हरी का नाम आता है। तो बताओ कि ग्यसे पीछे किमका नाम आता है ?  
 (1) राम, (2) कृष्ण, (3) इयाम, (4) हरी। 65
- [66] रेलगाड़ी से हट इमलिए यात्रा करते है क्योंकि—  
 (1) इसमें हम सुरक्षित रहते हैं। (2) यह पटरों पर चलती है।  
 (3) इसमें इजन लगा रहता है। (4) यात्रा में सुन्दर दृष्य दिखाई देते हैं। 66
- [67] प्रारम्भिक का उल्टा है—  
 (1) वास्तविक, (2) आलोचनात्मक, (3) सौन्दर्य, (4) अग्नितम, (5) बोलिक। 67
- [68] खाना : पानी :: मूख : ? (1) समतरा, (2) अन्त, (3) व्यास, (4) दूध, (5) कम। 68
- [69] कलह का अर्थ होता है— (1) सीधा, (2) लड़ना, (3) ईर्ष्या, (4) शत्रु, (5) मित्र। 69
- [70] 486, 62, 54, 18, 6.....के क्रमानुसार आगे की संख्या लिखो।  
 (1) 7, (2) 5, (3) 2, (4) 15, (5) 24। 70
- [71] कौनसा एक शब्द अन्य शब्दों से भिन्न है।  
 (1) मछली, (2) मगरमच्छ, (3) शेर, (4) केकड़ा, (5) कछुआ। 71
- [72] सरन से इयाम अधिक सौम्य है। इयाम से प्रेम अधिक सौम्य है। और प्रेम रमेश की अपेक्षा कम सौम्य है तो बताओ सबसे कम सौम्य कौन है।  
 (1) सरन, (2) इयाम, (3) प्रेम, (4) रमेश। 72
- [73] कृष्ण का उल्टा है— (1) काला, (2) सुन्दर, (3) सफेद, (4) मोहक, (5) घोबन। 73
- [74] कवि : कविता :: चित्रकार : ?  
 (1) हृदय (2) रंग, (3) तूलिका, (4) चित्रकारी (5) दृश्य। 74
- [75] आश्चर्य का अर्थ है— (1) विस्मय (2) निराला, (3) अनुभव (4) घबराहट, (5) खुशी। 75
- [76] 1, 3, 0, 27, 81....के क्रमानुसार आगे की संख्या लिखिये।  
 (1) 81, (2) 102, (3) 243, (4) 100, (5) 150। 76
- [77] कौन सा एक शब्द अन्य शब्दों से भिन्न है—  
 (1) मोठा, (2) कमफौन, (3) पीला, (4) कड़वा, (5) खट्टा। 77
- [78] मुन्नु का नाम चुन्नु से पहले आता है। पप्पू का नाम मुन्नु से पहले आता है, पप्पू से पहले चुन्नु का नाम आता है तो बताओ सबसे पीछे किसका नाम आता है ?  
 (1) मुन्नु, (2) पप्पू, (3) चुन्नु। 78
- [79] जागृत का उल्टा है— (1) स्वप्न, (2) निद्रा, (3) शैथ्या, (4) कार्य, (5) पतवार। 79
- [80] बादल : चमक :: बरसात : ?  
 (1) पानी, (2) तूफान, (3) बिजली, (4) कड़क, (5) शोर। 80

[समय कम है पन्ना उलट कर पृष्ठ 5 पर देखिये]

पांच

सभी उत्तरों को उत्तर-पत्र के पृष्ठ 5 के कालम में लिखियेगा।

- [81] 45, 42, 39, 36, 33... के क्रमानुसार आगे की संख्या लिखिये।  
(1) 32, (2) 31, (3) 34, (4) 29, (5) 30। 81
- [82] कौनसा एक शब्द अन्य शब्दों से भिन्न है।  
(1) चाय, (2) काफी, (3) टोस्ट, (4) दूध, (5) लस्सी। 82
- [83] पांच विद्यार्थियों की तोल करने से पता चला कि ओम हरि से हल्का है सतीश राम से भारी है, परन्तु हरी से हल्का है। श्याम ओम की अपेक्षा अधिक भारी है परन्तु राम से कम भारी है तो बताओ कि फिर सबसे हल्का कौन है ?  
(1) सतीश, (2) राम, (3) हरी, (4) श्याम, (5) ओम। 83
- [84] साइकिल : पैडल : नाव -  
(1) समुद्र, (2) पतवार, (3) यात्री, (4) ब्राइवर, (5) रेत। 84
- [85] 1, 3, 6, 10, 15..... के क्रमानुसार आगे की संख्या लिखो।  
(1) 21, (2) 16, (3) 18, (4) 14, (5) 20। 85
- [86] कौन सा शब्द अन्य शब्दों से भिन्न है -  
(1) मन्दिर, (2) मस्जिद, (3) गिरजाघर, (4) गुह्वारा, (5) घर्मशाला। 86
- [87] पीयर्स को एनराइवलोपीडिया आवसफोर्ड शब्द कोष से लघु है, चैम्बर शब्द कोष भार्गव शब्द कोष से लघु है, नालन्दा शब्द कोष भार्गव शब्द कोष से अधिक बृहत् है, आवसफोर्ड शब्द कोष चैम्बर शब्द कोष के धरावर है तो बताओ सबसे बृहत् शब्द कोष कौन सा है ?  
(1) नालन्दा शब्द कोष, (2) आवसफोर्ड शब्द कोष, (3) चैम्बर शब्द कोष, (4) भार्गव शब्द कोष, (5) पीयर्स एनराइवलोपीडिया। 87
- [88] दीवाली : दीपक : होली : ?  
(1) दशहरा, (2) रंग, (3) खेल, (4) त्योहार, (5) छट्टी। 88
- [89] कौन सा एक शब्द अन्य शब्दों से भिन्न है -  
(1) भारत, (2) चीन, (3) जापान, (4) देहली, (5) अमेरिका। 89
- [90] इतवार : मार्च :: मंगल : ?  
(1) बुद्ध, (2) अप्रैल, (3) महीना, (4) मई, (5) फरवरी। 90
- [91] दिन : रात :: काम : ?  
(1) हराम, (2) मेहनत, (3) आराम, (4) निद्रा, (5) जागना। 91

यदि आपके पास समय है तब अपने प्रश्नों को दोहरा सकते हैं।



T. M. No. 458715

DR. A. K. P. SINHA (Patna)

DR. R. P. SINGH (Patna)

Consumable Booklet

of

**A I S S**

[ Hindi Version ]

निम्न सूचनाएँ परीक्षार्थी को भरनी हैं :

विद्यार्थी का नाम \_\_\_\_\_

आयु \_\_\_\_\_ कक्षा \_\_\_\_\_ लिंग \_\_\_\_\_

स्कूल का नाम \_\_\_\_\_

जिला \_\_\_\_\_ दिनांक \_\_\_\_\_

### निर्देश

आगे के पृष्ठों पर तुम्हारे स्कूल से सम्बन्धित कुछ प्रश्न दिए हैं, जिनके सामने दो खाने (□) बने हैं । प्रत्येक प्रश्न को ध्यान से पढ़ो और यह निश्चय कर लो कि तुम् किसी भी प्रश्न का उत्तर 'हाँ' के द्वारा देना चाहते हो या 'नहीं' के द्वारा । यदि 'हाँ' के द्वारा देना चाहते हो तो 'हाँ' के नीचे वाले खाने (□) में तथा यदि 'नहीं' के द्वारा देना चाहते हो तो 'नहीं' के नीचे वाले खाने (□) में सही (✓) का निशान लगाओ । याद रहे कि तुम्हारा उत्तर किसी दूसरे व्यक्ति को नहीं बताया जायेगा । इसलिए बिना किसी संकोच भाव के सभी प्रश्नों के उत्तर दो । समय की कोई सीमा नहीं है, फिर भी यथाशीघ्र समाप्त करने का प्रयत्न करो ।

### SCORING TABLE

Adjustment Area →	Emotional (क)	Social (ख)	Educational (ग)	Total
Scores →				

Estd. : 1971

Phone : 364926

**NATIONAL PSYCHOLOGICAL CORPORATION**

**4/230, Kacheri Ghat, AGRA - 282 004 (India)**

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Adjustment Inventory for School Students.

प्रश्न	हाँ	नहीं
01. (क) क्या तुमको स्कूल में हमेशा किसी बात का डर लगा रहता है ?	<input type="checkbox"/>	<input type="checkbox"/>
02. (ख) क्या तुम अपने सहपाठियों से मिलने से भागते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
03. (ग) पढ़ी हुई चीज को क्या तुम जल्दी ही भूल जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
04. (क) किसी सहपाठी से कुछ अनुचित बात अनजाने में बोल दी जाती है तो क्या तुम तुरन्त क्रुद्ध हो जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
05. (ख) क्या तुम दयालु स्वभाव के हो ?	<input type="checkbox"/>	<input type="checkbox"/>
06. (ग) क्या तुमको परीक्षा से डर लगता है ?	<input type="checkbox"/>	<input type="checkbox"/>
07. (क) किसी शिक्षक द्वारा किसी गलती के लिए डाँटे जाने पर क्या तुम चिन्तित रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
08. (ख) क्या तुम कक्षा में किसी चीज को नहीं समझने पर शिक्षक से उठकर प्रश्न पूछने में हिचकिचाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
09. (ग) क्या कक्षा की पढ़ाई को समझने में तुम्हें कठिनाई होती है ?	<input type="checkbox"/>	<input type="checkbox"/>
10. (क) क्या तुम अपने उन सहपाठियों से जिन्हें शिक्षक अधिक मानते हैं, ईर्ष्या करते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
11. (ख) क्या तुम शिक्षकों के बीच बेखटके चले जाते हो ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. (ग) क्या कक्षा की पढ़ाई को तुम ठीक से नोट कर लेते हो ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. (क) क्या तुम, यह देखकर कि तुम्हारे बहुत से सहपाठी तुमसे अच्छे हैं, द्वेष करने लगते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
14. (ख) क्या स्कूल में तुम्हें कभी-कभी ऐसा लगता है कि तुम्हारा कोई मित्र नहीं है ?	<input type="checkbox"/>	<input type="checkbox"/>
15. (ग) क्या कक्षा में पढ़ाई के समय तुम प्रायः ऊँघते हो ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. (क) कुछ विद्यार्थियों को आपस में बात करते देखकर क्या तुम्हें लगता है कि वे शायद तुम्हारी निन्दा कर रहे हैं ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. (ख) क्या तुम आसानी से दोस्ती कर लेते हो ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18. (ग) क्या तुम इस स्कूल के शिक्षकों की पढ़ाई से सन्तुष्ट रहते हो ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. (क) क्या तुम इस स्कूल के किसी कार्यक्रम में आगे नहीं आने पर दूसरों पर अपना क्रोध प्रकट करने लगते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
20. (ख) जब कुछ लड़के इकट्ठे होकर बात करते हैं तो क्या तुम भी बेखटके उनमें शामिल हो जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>



प्रश्न	हाँ	नहीं
21.(ग) क्या तुम ऐसा समझते हो कि स्कूल के शिक्षक तुम्हारी कठिनाई पर ध्यान नहीं देते हैं ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
22.(क) क्या तुम स्कूल में प्रायः उदास और खिन्न रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
23.(ख) क्या तुम सहपाठियों से मिलकर एक साथ काम करना चाहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
24.(ग) क्या तुम अपनी पढ़ाई की प्रगति से सन्तुष्ट हो ?	<input type="checkbox"/>	<input type="checkbox"/>
25.(क) क्या तुमको ऐसा लगता है कि शिक्षक तुम्हारी अवहेलना करते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>
26.(ख) क्या तुम कक्षा में शिक्षक का ध्यान अपनी ओर आकर्षित करने की चेष्टा करते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
27.(ग) क्या पढ़ना तुम्हें अपने लिए भार मालूम पड़ता है ?	<input type="checkbox"/>	<input type="checkbox"/>
28.(क) क्या जब कोई विद्यार्थी शिक्षक से तुम्हारी साधारण शिकायत की बात करता है तो तुम आवेश में आकर उसको हानि पहुँचाने का प्रयत्न करते रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
29.(ख) क्या तुम प्रायः एकान्त में रहना पसन्द करते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
30.(ग) क्या तुम्हारे शिक्षक पठन सम्बन्धी तुम्हारी कठिनाई को दूर करने के लिए हमेशा तत्पर रहते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>
31.(क) क्या तुम अपने स्कूल से प्रायः असन्तुष्ट रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
32.(ख) क्या तुम अपने स्कूल के विद्यार्थियों से मेलजोल बढ़ाते रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
33.(ग) क्या तुम्हारे स्कूल के शिक्षक तुम्हारी प्रशंसा करते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>
34.(क) क्या तुम गलती करने पर भी सीनाजोरी करने पर तुल जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
35.(ख) क्या तुम कक्षा में आगे की सीटों पर बैठना पसन्द नहीं करते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
36.(ग) क्या परीक्षा में प्रायः तुम कम अंक पाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
37.(क) क्या जब शिक्षक तुमसे कोई प्रश्न पूछते हैं तो तुम्हारे मन में उनके प्रति द्वेष-भाव उत्पन्न हो जाता है ?	<input type="checkbox"/>	<input type="checkbox"/>
38.(ख) क्या तुम्हारा अपने सहपाठियों से मेलजोल रहता है ?	<input type="checkbox"/>	<input type="checkbox"/>
39.(ग) क्या तुम यह चाहते हो कि स्कूल में और अधिक छुट्टियाँ रहें ?	<input type="checkbox"/>	<input type="checkbox"/>
40.(क) क्या तुम अपने सहपाठियों द्वारा किए गए कुछ हँसी-मजाक की बात पर भी तुरन्त तमतमा जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>

प्रश्न	हाँ	नहीं
41. (ख) क्या स्कूल की गोष्ठियों में तुम खुलकर भाग लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
42. (ग) क्या तुम छुट्टी के पहले ही कभी-कभी स्कूल से चले जाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
43. (क) क्या तुम अपने सहपाठियों से प्रायः झगड़ लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
44. (ख) क्या तुम स्कूल के खेलकूदों में भाग लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
45. (ग) क्या तुम्हारे कुछ शिक्षक तुम्हें प्रायः पढ़ाई के लिए डाँटते हैं ?	<input type="checkbox"/>	<input type="checkbox"/>
46. (क) क्या तुमको प्रायः स्कूल में दूसरों के प्रति शक बना रहता है ?	<input type="checkbox"/>	<input type="checkbox"/>
47. (ख) क्या तुम अपने से ऊँचे कक्षा के छात्रों से बातचीत करने में लजाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
48. (ग) क्या तुम अपने शिक्षक को आदर की दृष्टि से देखते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
49. (क) जिस राशी से तुम्हारी पटती नहीं है उसके द्वारा कही गई अच्छी बात पर भी क्या तुम उदासता दिखाते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
50. (ख) क्या इस स्कूल में तुम्हारे कुछ घनिष्ठ मित्र हैं ?	<input type="checkbox"/>	<input type="checkbox"/>
51. (ग) क्या कक्षा में तुम्हारा ध्यान पढ़ाई की ओर लगा रहता है ?	<input type="checkbox"/>	<input type="checkbox"/>
52. (क) क्या परीक्षा में कम अंक आने पर तुम में शिक्षक के प्रति द्वेष-भाव उत्पन्न हो जाता है ?	<input type="checkbox"/>	<input type="checkbox"/>
53. (ख) क्या तुम अपने सहपाठियों की हर प्रकार की सहायता करने को तत्पर रहते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
54. (ग) क्या तुम स्कूल के पुस्तकालय से किताबें तथा पत्र-पत्रिकाएँ लेकर पढ़ते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
55. (क) क्या तुम अपने से ऊपर कक्षा के छात्रों से मिलने में प्रायः डरते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
56. (ख) क्या तुम स्कूल के अन्य विद्यार्थियों को चिढ़ाकर मजा लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
57. (ग) क्या तुम स्कूल की वाद-विवाद प्रतियोगिताओं में भाग लेते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
58. (क) क्या अपने से नीचे की कक्षा के छात्रों से मिलने में तुम्हें ग्लानि होती है ?	<input type="checkbox"/>	<input type="checkbox"/>
59. (ख) क्या तुम अपनी नोट-बुक या पुस्तक अपने सहपाठियों के माँगने पर सहर्ष दे देते हो ?	<input type="checkbox"/>	<input type="checkbox"/>
60. (ग) क्या तुम्हें शिक्षा सम्बन्धी बातों में दिलचस्पी रहती है ?	<input type="checkbox"/>	<input type="checkbox"/>



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## निर्देश

[ कृपया इसे ध्यान से पढ़िए ]

1. हम सभी अपने या किसी और के व्यवहार और व्यक्तिगत विशेषताओं के लिए कुछ वाक्यों का प्रयोग करते हैं। ऐसे ही कुछ वाक्य इस परीक्षण में लिखे हैं। प्रत्येक बालक अथवा बालिका में कुछ अच्छाई तथा कुछ कमियाँ होती हैं, जिन्हें उसके अलावा अन्य कोई भी नहीं जानता है। इस परीक्षण में दिए हुए कथनों द्वारा आपको केवल यह बतलाना है कि सही माइने में आप स्वयं अपने आपको कैसा समझते हैं ?
2. याद रखिए—इन कथनों के लिए कोई भी सही या गलत उत्तर नहीं है। आपके उत्तर पूरी तरह गुप्त रहे जावेंगे, इसलिए बिना किसी डर या झिझक (संकोच) के उत्तर लिखिए और कोई भी कथन आपके द्वारा बिना उत्तर दिए छूट न जाए। आपको एक उत्तर-पत्र मिला है, उत्तर उसी पर दीजिए। इस पुस्तिका पर न कुछ लिखिए और न कोई निशान बनाइए।
3. इन दिए हुए कथनों को पढ़ने के बाद, जो कथन आपके लिए अधिकतर सही हों उनके कथन संख्या के सामने लिखे हुए 'हाँ' को गोला बनाकर घेर दें; और जो नहीं हों उनके कथन संख्या के सामने लिखे हुए 'नहीं' को गोला बनाकर घेर दें।
4. इस परीक्षण के लिए कोई समय निश्चित नहीं है, परन्तु अधिकतर विद्यार्थी इसको 15 या 20 मिनट में पूरा कर लेते हैं। आप भी उत्तर शीघ्रता से दीजिए।

उदाहरण—(1) मेरा शरीर सुगठित है।

(2) दूसरों को सताने में मुझे मजा आता है।

मेरे लिए पहला कथन सही है, इसलिए उत्तर-पत्र में उदाहरण के नीचे कथन संख्या 1 के सामने 'हाँ' के चारों ओर गोला खींच दिया है। इसी प्रकार दूसरा कथन मेरे लिए सही नहीं है, इसलिए उत्तर-पत्र में उदाहरण के नीचे कथन संख्या 2 के सामने 'नहीं' के चारों ओर गोला खींच दिया है।

इसी प्रकार सभी कथनों का उत्तर गोला बनाकर दीजिए। कृपया किसी भी स्थिति में किसी कथन संख्या के सामने लिखे 'हाँ' तथा 'नहीं' दोनों को एक साथ गोला बनाकर मत घेरिए।

1. मैं विनम्र स्वभाव का छात्र/की छात्रा हूँ ।
2. कक्षा में सभी के सामने कुछ कहने में मुझे शिक्षक लगती है ।
3. कक्षा के योग्य विद्यार्थियों में मेरी गिनती नहीं है ।
4. बहुधा मैं गतिशील रहता/रहती हूँ ।
5. मैं समय का/की पावन्द हूँ ।
6. अधिकतर मैं दूसरों के विचारों से अप्रभावित रहता/रहती हूँ ।
7. मैं परेशान रहता/रहती हूँ ।
8. अधिकतर लोग मेरी परवाह नहीं करते हैं ।
9. मैं अपने चेहरे की बनावट से सन्तुष्ट नहीं हूँ ।
10. मैं प्रायः खोया-खोया सा रहता हूँ / खोयी-खोयी सी रहती हूँ ।
11. मैं जो कुछ भी पढ़ता/पढ़ती अथवा सीखता/सीखती हूँ, अल्दी ही भूल जाता/जाती हूँ ।
12. बहुधा मैं सावधान रहने वाला/वाली विद्यार्थी हूँ ।
13. मुझे कोई भी काम करने में प्रायः आलस्य लगता है ।
14. मैं दूसरों के प्रति क्षमाशील हूँ ।
15. मैं अपने निर्णय स्वयं नहीं कर पाता/पाती हूँ ।
16. किसी भी विषय में मुझे कम अंक मिलते हैं, तो मैं उन्हें किसी को नहीं बताता/बताती हूँ ।
17. मैं हर बात का तत्काल उत्तर नहीं दे पाता/पाती हूँ ।
18. विद्यालय और पास-पड़ोस के लोग समझते हैं कि मैं अपनी बात पूरी नहीं करता/करती हूँ ।
19. मैं स्वास्थ्य से दुर्बल हूँ ।
20. कोई भी काम करने से पूर्व मैं भविष्य की कभी नहीं सोचता/सोचती हूँ ।
21. प्रायः मुझे डर सा लगता है ।
22. मैं अनुभव करता/करती हूँ कि अभी तक मेरा जीवन सार्थक है ।
23. मुझे समाज के लोगों से घृणा है ।
24. खेल खेलने की अपेक्षा खेल देखना मुझे पसन्द है ।

25. मैं जिम्मेदार विद्यार्थी हूँ ।
26. मैं अपने को असुरक्षित अनुभव करता/करती हूँ ।
27. मेरा शरीर नाजुक है ।
28. मेरे विचार दृढ़ हैं ।
29. मैं अपनी कक्षा को नेतृत्व प्रदान करने के लिए हमेशा तैयार रहता/रहती हूँ ।
30. दूसरों की बातें जल्दी ही मेरी समझ में नहीं आती हैं ।
31. प्रायः मैं छोटी-छोटी सी बातों पर दूसरों से उलझ जाता/जाती हूँ ।
32. किसी भी काम को करने का साहस मुझे जल्दी नहीं हो पाता है ।
33. मैं निडर विद्यार्थी हूँ ।
34. छोटी-छोटी सी बातों पर प्रायः मुझे गुस्सा आ जाता है ।
35. मेरे अधिकतर अध्यापकों/अध्यापिकाओं को मुझसे पढ़ाई के बारे में कुछ न कुछ शिकायत रहती है ।
36. मुझे दूसरों की नकल बिल्कुल पसन्द नहीं है ।
37. मैं अभागा छात्र/अभागिन छात्रा हूँ ।
38. मैं समाज में अपने आपको अपमानित महसूस करता/करती हूँ ।
39. बहुधा मैं अपने शारीरिक दोषों को छिपाने का प्रयास करता/करती हूँ ।
40. मुझे दिखावा पसन्द है ।
41. मैं उदार विचारों वाला/वाली विद्यार्थी हूँ ।
42. मैं असहाय विद्यार्थी हूँ ।
43. बहुत कम लोग मेरी इज्जत करते हैं ।
44. मैं अच्छा/अच्छी खिलाड़ी हूँ ।
45. अक्सर दूसरों से मुझे ईर्ष्या होती है ।
46. परीक्षा में जितने अंकों का/की मैं अधिकारी होता/होती हूँ अधिकतर मुझे उतने ही अथवा कुछ अधिक ही अंक प्राप्त होते हैं ।
47. मैं अपनी बुद्धि से अपनी हर समस्या सुलझा लेता/लेती हूँ ।
48. एकान्त में मेरे मन में बुरे विचार आते हैं ।

**AAMT**

# शैक्षिक उपलब्धि अभिप्रेरणा परीक्षण (Academic Achievement Motivation Test)

(For School Children 11 to 15 Years)

Dr. T. R. Sharma

Professor &amp; Dean

Faculty of Education

Punjabi University, Patiala

कृपया निम्न विवरण दें

नाम .....

आयु ..... कक्षा .....

विद्यालय ..... दिनांक .....

## निर्देश

इस परीक्षण में कुछ कथन दिये गये हैं तथा प्रत्येक कथन के नीचे दो उत्तर दिये गये हैं आप इन दोनों उत्तरों को पढ़कर किसी एक उत्तर का चयन कीजियेगा जिसे आप उचित समझते हैं। प्रत्येक उत्तर के साथ A तथा B खाने बने हैं आप अपनी पसन्द का उत्तर उसके सामने वाले खाने में सही (✓) का चिन्ह लगाकर दीजियेगा। उदाहरणार्थ नीचे दो कथन दिये जा रहे हैं :

उदाहरणार्थ

१. यदि मैं परीक्षा में फेल हो गया तो, A. मैं पढ़ाई छोड़ दूँगा। ☐B. मैं परिश्रम करके फिर परीक्षा में बैठूँगा। ☐

इन उत्तरों में से आप B उत्तर को अपने सम्बन्ध में उचित मानते हैं तो B वाले ☐ में ✓ चिन्ह अंकित करें।

२. यदि मिडिल की परीक्षा में मेरे ५६% अंक आ A. मैं मैट्रिक में ५०% अंकों पर ही सन्तुष्ट हो जाऊँगा। ☐

B. मैं मैट्रिक में ६०% से अधिक अंक लाने का प्रयास करूँगा। ☐

इनमें से यदि आप A उत्तर को अपने सम्बन्ध में सही समझते हैं तो A वाले खाने ☐ में ✓ का चिन्ह अंकित करें।

कोई शका हा पूर लें।

अब कार्य प्रारम्भ करें।

## SCORING TABLE

Total obtained Score

Interpretation

Est. 1971.

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१. कक्षा में मैं उस विद्यार्थी के साथ बैठना पसन्द करता/करती हूँ जोकि,

२. अवकाश के दिनों में मैं चाहता/चाहती हूँ कि, मित्रों के साथ भिन्न-भिन्न,

३. मैं बहुत प्रसन्न हूँगा/हूँगी यदि,

४. यदि मैं परीक्षा में फेल हो गया तो केवल इसलिए स्कूल जाऊँगा/गी क्योंकि,

५. मैं पसन्द करता/करती हूँ कि,

६. मेरा यह स्वभाव है कि,

७. मैं पसन्द करता/करती हूँ कि,

८. परीक्षा में मेरा यत्न होता है कि,

९. मैं ऐसा छात्र/छात्रा बनना चाहता/चाहती हूँ जो,

१०. मैं चाहता/चाहती हूँ कि,

११. मेरा यत्न होता है कि,

१२. मैं उन प्रश्नों के उत्तर देना चाहता/चाहती हूँ

१३. मेरी इच्छा है कि,

१४. कठिन कार्य शुरू करने से पहले,

A. पढ़ाई में होशियार हो।

B. मेरा मित्र हो।

A. स्थानों पर जाऊँ।

B. पढ़ाई की कमजोरी की तरफ ध्यान दूँ।

A. परीक्षा में मुझे पहले से अधिक अंक प्राप्त हों।

B. मेरे नाम १०,००० की लाटरी निकल आवे।

A. परिश्रम करके परीक्षा में पास हो सकूँगा/गी।

B. माता-पिता स्कूल जाने के लिए मजबूर करेंगे।

A. कठिन प्रश्नों की जगह सरल प्रश्नों को हल करूँ।

B. सरल प्रश्नों की जगह कठिन प्रश्नों को हल करूँ।

A. मैं नियमित पढ़ाई करूँ।

B. जैसे-तैसे अच्छे अंक प्राप्त करूँ।

A. मित्रों के साथ भ्रमण आदि के लिये जाऊँ।

B. पढ़ाई में मित्रों की सहायता करूँ।

A. ऐसे उत्तर लिखूँ जो पिछली बार के उत्तरों से अच्छे हों।

B. सारे प्रश्नों के उत्तर दूँ कि माता-पिता नाराज न हों।

A. रोचक कहानियाँ सुना सकता हो।

B. अध्यापकों के प्रश्नों के उत्तर दे सकूँ।

A. मैं प्रत्येक विषय में ऊँचा स्थान प्राप्त करूँ।

B. परीक्षा में भाग्य मेरा साथ दे।

A. कक्षा में सहपाठियों को नाराज न करूँ।

B. अपनी पहली वाली गलतियों को न दोहराऊँ।

A. जो अन्य विद्यार्थी न दे सकें।

B. जो मुझे याद हों।

A. मैं अपनी कमजोरियों का पता लगाऊँ ताकि अपना सुधार कर सकूँ।

B. अपने मित्रों की टोली का केन्द्र बिन्दु बनूँ।

A. मैं अक्सर दूसरों की सहायता प्राप्त करता/करती हूँ।

B. मैं कार्य की स्वयं योजना बनाती/बनाता हूँ।



१५. मैं अक्सर चाहता/चाहती हूँ कि,  
A. ऐसा छात्र/छात्रा बनूँ जिसकी प्राप्ति विशेष हो। ☐  
B. मैं सर्व प्रिय छात्र/छात्रा बनूँ। ☒
१६. मैं इतना योग्य बनना चाहता/चाहती हूँ कि,  
A. पढ़ाई में सबसे आगे रहूँ। ☐  
B. अपने माता-पिता को प्रसन्न कर सकूँ। ☒
१७. मैं परिश्रम करता/करती हूँ कि,  
A. मुझे पाठ याद हो जावे। ☒  
B. लोग मुझे अच्छा विद्यार्थी समझें। ☐
१८. मेरा पड़ोसी बहुत अच्छा है क्योंकि,  
A. वह मुझे कड़े परिश्रम की प्रेरणा देता है। ☐  
B. वह मुझे रोचक कहानियों की पुस्तक देता है। ☒
१९. मुझे अपना स्कूल पसन्द है क्योंकि;  
A. इसका भवन शानदार है और खेल के मैदान खुले हैं। ☒  
B. इसमें अच्छा पुस्तकालय है। ☐
२०. जब मैं बिस्तर में लेटा/लेटी हुई होती हूँ तो,  
A. मैं मित्रों के साथ बिताये दिन के बारे में सोचता/सोचती हूँ। ☐  
B. मुझे कक्षा में अध्यापक द्वारा पूछे प्रश्नों की याद आती है। ☒
२१. रेडियो पर मैं सुनना पसन्द करता।  
करती हूँ,  
A. महान व्यक्ति द्वारा दिया गया भाषण। ☐  
B. फिल्मी गीत। ☒
२२. मैं बकाया स्कूल जाता/जाती हूँ ताकि,  
A. मेरे अध्यापक मेरे से नाराज न हों। ☐  
B. मेरी पढ़ाई का नुकसान न हो। ☒
२३. मेरे विचार में हमें प्रातःकाल सैर के लिये जाना चाहिये क्योंकि,  
A. प्रातःकाल का मौसम सुहावना होता है। ☐  
B. इससे दिमाग ताज़ा होता है। ☒
२४. मैं प्रातः शीघ्र उठता/उठती हूँ क्योंकि,  
A. मेरे माता-पिता मुझे शीघ्र ही उठा देते हैं। ☐  
B. सुबह का समय पढ़ाई के लिए अच्छा होता है। ☒
२५. पुस्तक पढ़ते समय जब कठिन शब्द आ जाते हैं तो,  
A. मैं इनके अर्थ शब्द कोष में से देख लेता हूँ। ☐  
B. निराशा के कारण मैं पुस्तक पढ़ना ही बन्द कर देता हूँ। ☒
२६. मैं स्कूल जाता/जाती हूँ क्योंकि,  
A. यदि मैं स्कूल नहीं जाता तो माता-पिता नाराज होते हैं। ☐  
B. स्कूल जाने से ज्ञान में वृद्धि होती है। ☒
२७. बड़ा/बड़ी होकर मैं,  
A. कठिन कार्य करना पसन्द करूँगी/गा। ☒  
B. सुखद जीवन जीऊँगी/गा। ☐

२८. काश ! मैं अमीर होता/होती

A. ताकि मुझे पढ़ने की जरूरत ही नहीं पड़ती। ☐

B. ताकि मैं अच्छी पुस्तकें खरीद सकती/सकता। ☒

२९. मेरा विश्वास है कि सफलता,

A. भाग्य पर निर्भर है। ☐

B. परिश्रम पर निर्भर है। ☒

३०. मैं ऐसे अध्यापक को पसन्द करता/  
करती हूँ

A. जो सभी प्रश्न करवा देता है। ☐

B. जो ढग बतलाता है और गृह कार्य देता है। ☒

३१. मैं धबा जाता/जाती हूँ,

A. जब मैं किसी प्रश्न का उत्तर नहीं दे सकती/सकता। ☒

B. जब शरारत करने में मुझे सजा मिलती है। ☐

३२. छात्र/छात्रा के रूप में मैं,

A. आज्ञाकारी छात्र/छात्रा बनना चाहती हूँ। ☐

B. परीक्षामी छात्र/छात्रा बनना चाहती हूँ। ☒

३३. मैं उनकी अधिक प्रशंसा करता/  
करती हूँ,

A. जो पढ़ाई में इनाम प्राप्त करते हैं। ☒

B. जो अच्छे व्यवहार में इनाम प्राप्त करते हैं। ☐

३४. मैं अच्छे अंक प्राप्त करना चाहती/  
चाहती हूँ,

A. जैसे केंच। ☐

B. केवल परीश्रम द्वारा। ☒

३५. मैं उस शहर को पसन्द करता/करती  
हूँ,

A. जहाँ विश्वविद्यालय हो। ☐

B. जहाँ बहुत सिनेमा घर हों। ☒

३६. मैं निराशा अनुभव करता/करती हूँ,

A. जब मैं पढ़ाई/परीक्षा आदि में ऊँचा स्थान  
प्राप्त नहीं कर सकता/सकती। ☒

B. जब कोई मेरे से ऊँचा स्थान प्राप्त कर ले। ☐

३७. मैं वह सब कुछ करना चाहता/चाहती  
हूँ,

A. जिसे करने में अन्य विद्यार्थी कठिनाई अनुभव करें। ☒

B. जिसे करने से मेरे मित्रों की टोली जीत सके। ☐

३८. जब मेरा नतीजा निकलता है तो

A. मैं दौड़कर अपने माँ बाप को बतलाता हूँ। ☒

B. मैं यह जानने के लिये ठहर जाता हूँ कि  
और विद्यार्थियों के कितने अंक हैं। ☐

[धन्यवाद ! यह निश्चय कर लीजिए कि आप ने सभी प्रश्नों के उत्तर दे दिये हैं।]

# STUDY INVOLVEMENT INVENTORY (S.I.I.)

(Hindi Version)

## (अध्ययन आवेष्टन सूची)

डा० (श्रीमती) आशा भटनागर  
रीडर, शैक्षिक एवं व्यावसायिक निर्देशन इकाई  
एन०सी०ई०आर०टी०, न्यू देहली-१६

नाम ..... लिंग .....  
कक्षा ..... जाति .....  
आयु ..... जन्म तिथि .....  
विद्यालय ..... शहर .....

### निर्देश

इस पुस्तिका में अध्ययन अध्यापन सम्बन्धी ४० कथन दिये गये हैं, प्रत्येक कथन को ध्यान से पढ़कर उस पर आपको अपने विचार व्यक्त करने हैं। प्रत्येक कथन के सामने तीन प्रत्युत्तर विकल्प (Response alternatives) खानों के रूप में हैं। प्रत्येक कथन के मामले सबसे पहला खाना उस कथन की सहमति 'हाँ' के रूप में व्यक्त करता है, दूसरा खाना 'अनिश्चय' तथा तीसरा खाना 'नहीं' के रूप में असहमति व्यक्त करता है। प्रत्येक कथन के सम्बन्ध में जो भी आपका विचार हो उस कथन के सामने वाले तीन विकल्पों को प्रदर्शित करने वाले तीन खानों में से किसी एक के पास 'X' का चिन्ह अंकित कीजियेगा। कोई भी प्रत्युत्तर सही अथवा गलत नहीं हैं अतः इसकी परवाह किये बिना जो विचार आपका हो वही व्यक्त करें। ध्यान रखें अधिकांश में 'हाँ' या 'नहीं' के उत्तर ही प्रयोग में लावें, अनिश्चय वाले उत्तर का प्रयोग तो केवल उसी स्थिति में करें जबकि पहले या बाद वाले उत्तर का चयन विल्कुल मुश्किल हो।

उदाहरण	हाँ	अनिश्चित	नहीं
१—पढ़ाई के बिना जीवन निरर्थक है।	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२—अच्छे अंक प्राप्त करना एक कठिन काम है।	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>

उपयुक्त उदाहरण में, मेरे लिये पहले कथन का उत्तर 'हाँ' है इसलिये उदाहरण में पहले कथन के सामने 'हाँ' वाले खाने के ऊपर क्रॉस (X) का चिन्ह अंकित कर दिया है। इसीलिये मेरे लिये दूसरे कथन का उत्तर 'नहीं' है अतः इसके सामने वाले तीनों खानों में से 'नहीं' खाने पर क्रॉस (X) का चिन्ह अंकित कर दिया है। इन उदाहरणों से स्पष्ट है कि कोई भी कथन सही या गलत नहीं हैं इसीलिये आप अपने विषय में जैसा सोचते या समझते हैं वही उत्तर सही और ठीक है।

इस कार्य के लिए कोई समय निश्चित नहीं है वस्तु उत्तर शीघ्रता से दीजिये। प्रश्नों के उत्तर सच्चाई से तथा निस्संकोच भाव से दीजिये। आप जैसा करते हैं या जैसा सोचते हैं वैसा ही उत्तर दीजिये। यह मत सोचिये कि कैसा उत्तर देना उचित है। आप अपना निर्णय सोच विचार कर देने की अपेक्षा तुरन्त मन में आए हुए विचारों के आधार पर दीजिये। प्रत्येक कथन के बारे में विचार व्यक्त कीजिये। कोई भी कथन बिना उत्तर दिये मत छोड़िये।

अब यदि कोई शंका हो तो पूछिये। अब इस पुस्तिका को खोलिये और पहले कथन से आरम्भ करिये और अंत तक करते जाइये।

आरम्भ करिये



	हाँ	अनिश्चित	नहीं
१. सफलता प्राप्त करने के लिए कठिन परिश्रम करना पड़ता है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२. मेरे माता-पिता चाहते हैं कि मैं पढ़ इसलिए मैं खूब पढ़ना चाहता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३. गृह-कार्य के सम्बन्ध में अध्यापकों को छात्रों की राय लेनी चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४. अध्यापक मुझे बहुत पसन्द हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
५. मुझे अपने द्वारा प्राप्त किये अंकों पर गर्व है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
६. मैं हमेशा स्कूल में साफ रहना पसन्द करता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
७. मुझे अध्यापक बहुत अभिमानी लगते हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
८. मैं प्रायः स्वप्न देखता हूँ कि मैं फेल हो गया हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
९. मुझे पढ़ने में कमजोर छात्रों पर दया आती है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
१०. यदि मुझे कोई पाठ समझ में नहीं आता तो मैं किसी से पूछ लेता हूँ।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
११. पढ़ाई के लिए मैं सब कुछ कर सकता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
१२. मुझे पढ़ाई करने वाले छात्र बहुत प्रिय लगते हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
१३. माता-पिता के कहने के बावजूद भी मैं नहीं पढ़ता हूँ।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
१४. गृह-कार्य के बारे में अध्यापकों को बहुत जानकारी होती है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
१५. मेरी तीव्र इच्छा है कि मुझे पढ़ाई में पुरस्कार मिले।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
१६. मेरी पुस्तकें एक स्थान पर ठीक से लगी रहती हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
१७. जब कुछ लड़के किसी अध्यापक की नकल बनाते हैं तो बड़ा मजा आता है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
१८. अंक गणित के प्रश्न मुझे बहुत कठिन लगते हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
१९. मुझे पढ़ाई में कमजोर लड़कों पर ध्यान देना चाहिए।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२०. मेरे अधिकांश मित्र पढ़ाई में मेरी सहायता करते हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	हाँ	अनिश्चित	नहीं
२१. मैं आशा करता हूँ कि बड़ा होकर महान व्यक्ति बनूँगा।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२२. मुझे अपने स्कूल पर गर्व है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
२३. पढ़ाई के बिना बड़ा सुख है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२४. मुझे अपने स्कूल के शिक्षक चरित्रवान लगते हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२५. सफलता मिलने पर सबसे प्रशंसा मिलती है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२६. समय पर काम करना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२७. सवाल हल करना दिमाग खराब करना है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२८. मुझे शर्म आती है यदि मैं अपनी कक्षा में कोई उत्तर न दे सकूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२९. मेरे अधिकतर मित्र पढ़ाई में कमजोर रहते हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३०. मेरे भाई बहन पढ़ाई में मेरी सहायता करते हैं।	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३१. जीवन का लक्ष्य पढ़ना है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३२. मैं अपनी कक्षा में सब छात्र एवम् छात्राओं को पसन्द करता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३३. मेरे विचार से गृहकार्य नहीं मिलना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३४. अध्यापकों का काम जिम्मेदारी का होता है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३५. पढ़े लिखे लोग ही समाज में सम्मान पाते हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३६. गृहकार्य सदैव समय पर समाप्त कर लेना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३७. स्कूल ऐसा स्थान है जहाँ कोई विद्यार्थी खुश नहीं रह सकता।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३८. जब मैं कक्षा में पिछड़ जाता हूँ तो मुझे बहुत श्लानि होती है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३९. मैं अपने साथियों की शैक्षिक समस्याएँ सुलझाने में सहायता करता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४०. मुझे वे अध्यापक पसन्द हैं जो हमारी सहायता करें।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**AASC**

(HINDI)

Dr. A. K. SINGH (Patna)

Dr. (Miss) A. SEN GUPTA (Patna)

कृपया निम्न विवरण दें :-

नाम—

आयु—

कक्षा (वर्ग)—

विद्यालय—

लिंग—

तारीख—

### निर्देश

इसके पीछे के पृष्ठ पर कुछ कथन दिए गए हैं जिनका सम्बन्ध आपकी आदतों तथा आपके व्यक्तित्व व गुणों से है। प्रत्येक कथन के सामने दो खाने बने हैं जो कि उस कथन के सम्बन्ध में आपके 'हाँ' या 'नहीं' उत्तर को सूचित करते हैं। कथन को पढ़ने के बाद जो उत्तर आपके ऊपर लागू हो उसके नीचे वाले खाने में सहो का निशान (✓) लगा दें। यद्यपि समय की कोई सीमा नहीं है फिर भी आप काम को यथाशीघ्र समाप्त करने का प्रयास करें। आप निःसंकोच उत्तर दें; आपका उत्तर पूर्ण रूप से गुप्त रखा जावेगा।

Estd. : 1971

Phone : 65780

**National**  
**PSYCHOLOGICAL CORPORATION**  
4/230 KACHERI GHAT, AGRA - 282 004 (INDIA)

## कथन

- |   | हाँ                                 | नहीं                                |
|---|-------------------------------------|-------------------------------------|
| 1. स्कूल के प्रधानाचार्य द्वारा बुलाये जाने पर मुझे बहुत घबराहट महसूस होती है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. परीक्षा का समय नजदीक आते ही मैं मानसिक तनाव (Mental tension) से ग्रस्त हो जाता हूँ।  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3. अचानक कक्षा-अध्यापक (Class Teacher) द्वारा स्टाफ-रूम में बुलाये जाने पर मुझे बहुत डर लगता है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. डेर हो जाने पर भी मुझे कक्षा में जाने से कोई संकोच नहीं होता है।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. गणित शिक्षक के आते ही मैं ऐसा महसूस करता हूँ कि मुझे कुछ नहीं आता है और सब कुछ भूल गया हूँ।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6. अचानक अगर किसी कार्य वश भी स्कूल के कार्यालय में जाना पड़ा तो मुझे डर लगता है।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7. अगर मेरे माता-पिता के साथ शिक्षकों का वार्तालाप होता है तो वे मेरे बारे में क्या कह रहे होंगे, इसकी मुझे चिन्ता होती है।                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 8. मैं हमेशा अच्छे परीक्षाफल के लिए सोचता हूँ।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 9. गृह-कार्य (Home work) नहीं करके जाने पर भी कक्षा में जाने से मुझे डर नहीं लगता है।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10. किसी भी विषय में निम्न प्राप्तांक (Low marks) आने पर मैं उसे दोस्तों एवं घर वालों को दिखाने में लज्जा का अनुभव करता हूँ।                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11. कक्षा अध्यापक (Class Teacher) अगर खड़ा करके कोई प्रश्न पूछें तो मुझे डर लगने लगता है।   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 12. इंग्लिश के शिक्षक द्वारा अचानक क्लास में कुछ पूछे जाने पर मुझे घबड़ाहट महसूस होती है।   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 13. अगर मुझे यह पता चलता है कि किसी छात्र या मेरे दोस्त को अनुमति न होने के कारण बड़ी सजा मिलने वाली है तो मैं काफी तनावग्रस्त हो जाता हूँ। | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14. परीक्षा के समय अक्सर मैं यह स्वप्न देखता हूँ कि प्रश्न-पत्र मिलने पर भी मुझे कुछ याद नहीं आ रहा है।                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15. पढ़ाने समय यदि कक्षा अध्यापक मेरे सामने आकर खड़े हो जाते हैं तो मैं भी सचेत हो जाता हूँ।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16. प्रधानाचार्य से बात करने में मुझे कोई घबराहट नहीं होती है।  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17. परीक्षा शुरू होने के समय से कुछ पूर्व अगर मैं स्कूल नहीं जा पाता हूँ तो मुझे चिन्ता होती है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 18. कक्षा में पहली बेंच पर मैं कभी नहीं बैठता हूँ।  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19. परीक्षा कब शुरू होगी इसकी उत्सुकता मुझे हमेशा बनी रहती है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 20. संस्कृत का अध्ययन मेरे लिए मानसिक तनाव का कारण बन जाता है क्योंकि मुझे संस्कृत का उच्चारण बहुत ही कठिन लगता है।                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |



# AAPS निर्देश

आगे के पृष्ठों में कुछ कथन लिखे हुए हैं। आप अपने शैक्षिक उपलब्धि (परीक्षाफल) के बारे में किस प्रकार भिन्न-भिन्न रूप से सोचते हैं, उसी से सम्बन्धित कथन भी हैं। प्रत्येक कथन के आगे पाँच सम्भावनायें (पूर्णतः सहमत, सहमत, अनिश्चित, असहमत, पूर्णतः असहमत) दी गई हैं। इन सम्भावनाओं में आपको अपने विषय में जो उत्तर सही प्रतीत होता है, उस खाने में सही (✓) का निशान लगाइये। यह आपकी परीक्षा नहीं, एवं न ही कोई उत्तर सही या गलत है। आप स्वयं के बारे में जिस ढंग से सोचते एवं समझते हैं उसी प्रकार प्रत्येक कथन के आगे दी गई सम्भावनाओं में से एक सम्भावना पर निशान लगाकर उत्तर दीजिये, सफ़ीच या डरने की कोई बात नहीं है। कोई भी कथन बिना उत्तर दिये छोड़ा नहीं है। आपके द्वारा दिये गये उत्तरों को गोपनीय रखा जायेगा।

मापनी

	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
१. मेरी शैक्षिक उपलब्धि अपने भाई-बहनों की अपेक्षाकृत अच्छी है।			✓		
२. मुझे हमेशा सामान्य योग्यता रखते हुए भी अच्छे अंक मिलते हैं।		✓			
३. मेरी शैक्षिक उपलब्धि कक्षा में योग्य विद्यार्थी होते हुए भी अन्य की अपेक्षाकृत निम्न रहती है।			✓		
४. मुझे जिस विषय में अच्छा ज्ञान रहता है उसमें हमेशा कम अंक मिलते हैं।				✓	
५. मुझे पिछली परीक्षाओं में मेरी योग्यता अधिक अंक मिले हैं।			✓		
६. मेरी एचि बाध विचार प्रतियोगिताओं में अधिक होने के कारण शैक्षिक उपलब्धि में सन्तोषजनक शक्ति नहीं कर पाया/पायी है।				✓	
७. मेरी शैक्षिक उपलब्धि मेरी योग्यतानुसार ठीक है।			✓		
८. पिछले एक वर्ष से मेरी शैक्षिक उपलब्धि कम हो गई है।			✓		
९. अपने पढ़ाई के सभी छात्र/छात्राओं में सबसे अधिक अंक मुझे ही मिलते हैं।			✓		
१०. प्रश्नों की व्याख्या उपयुक्त ढंग से न कर पाने के कारण मुझे हमेशा कम अंक मिलते हैं।			✓		
११. साधारण योग्यता रखते हुए भी मुझे हमेशा परीक्षा में अच्छे अंक मिलते हैं।		✓			
१२. मेरी शैक्षिक उपलब्धि अपने भाई बहनों की शैक्षिक उपलब्धि की तुलना में निरन्तर बढ़ती जा रही है।		✓	✓		
१३. सामान्य बुद्धि होते हुए भी मुझे परीक्षाओं में सन्तोषजनक अंक मिलते हैं।	✓				
१४. अपने समूह की साथियों में मेरी शैक्षिक उपलब्धि उच्च है।		✓			
१५. मुझे हमेशा परीक्षाओं में अन्य विद्यार्थियों की अपेक्षाकृत अच्छे अंक मिलते हैं।			✓		
१६. वर्तमान समय में मेरी शैक्षिक उपलब्धि पिछले वर्षों से अच्छी रही है।		✓			
१७. निराश्रय करने की अच्छी शक्ति होने के कारण मेरी उत्तम शैक्षिक उपलब्धि रही है।		✓			

निर्देशिका के अनुसार उत्तर देने की प्रक्रिया

## मापनी

क्र.सं. विषय	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
१. अपने उच्च के छात्र/छात्राओं में मेरी शैक्षिक उपलब्धि निम्न स्तर की रही है। १८					
२. पहले दो वर्षों की तुलना में वर्तमान समय में मेरी शैक्षिक उपलब्धि अधिक अच्छी है। १९			✓	✓	
३. मेरी शैक्षिक उपलब्धि अपने सहयोगियों में उच्च है। २०					
४. मेरी शैक्षिक उपलब्धि हड़ोशा खेल-कूदों में व्यस्त रहने से निम्न स्तर की रही है। २१	✓				
५. पाठ्यक्रम सहगामी क्रियाओं की अपेक्षाकृत शैक्षिक कार्यों में मेरी उपलब्धि अच्छी है। २२				✓	
६. मेरी पिछले वर्षों की शैक्षिक उपलब्धि वर्तमान शैक्षिक उपलब्धि से कहीं अधिक बढ़-चढ़ कर थी। २३			✓	✓	
७. मेरी खेलों एवं शिक्षा में उपलब्धि लगभग समान रही है। २४				✓	
८. मेरी अच्छी स्मरण शक्ति परीक्षाओं में अच्छे अंक प्राप्त करने में सहायक है। २५		✓			
९. मेरी शैक्षिक उपलब्धि केवल अध्ययन में ध्यान लगाये रखने पर भी अच्छी नहीं रहा है। २६				✓	
१०. मुझे भाषा का अच्छा ज्ञान होने के कारण परीक्षा में अच्छे अंक मिलते हैं। २७		✓			
११. मेरी शैक्षिक उपलब्धि बचल दिमाग होने के कारण अच्छी नहीं रही है। २८				✓	
१२. मुझे लगता है कि मेरी लगन मुझे अच्छे अंक प्राप्त करने में सहायता करती है। २९				✓	
१३. कक्षा के योग्य विद्यार्थियों की अपेक्षाकृत मेरी शैक्षिक उपलब्धि उच्च है। ३०		✓			
१४. सभी प्रकार के विषयों में अच्छा ज्ञान न रखते हुए भी मेरी शैक्षिक उपलब्धि अच्छी नहीं है। ३१			✓		
१५. मेरी शैक्षिक उपलब्धि में पिछले तीन वर्षों से निरन्तर प्रगति हुई है। ३२				✓	
१६. मेरी शैक्षिक उपलब्धि सांस्कृतिक कार्यक्रमों में भाग लेते हुए भी उच्च स्तर की रही है। ३३			✓		
१७. मेरी शैक्षिक उपलब्धि स्मरण शक्ति के कमजोर होने के कारण निम्न स्तर की रही है। ३४				✓	
१८. मेरी शैक्षिक उपलब्धि परीक्षा में प्रश्नों को ठीक ढंग से न समझ पाने के कारण सदैव सामान्य रही है। ३५				✓	
१९. मुझे परीक्षा में साधारण मेहनत करने के बाद भी हमेशा अच्छे अंक मिलते हैं। ३६		✓		✓	
२०. मुझमें चितन एवं विचार शक्ति की कमी होने के कारण परीक्षा में अच्छे अंक नहीं मिल पाते हैं। ३७				✓	
२१. कक्षा में कमजोर विद्यार्थी होते हुए भी मेरी शैक्षिक उपलब्धि अन्य विद्यार्थियों की तुलना में अच्छी है। ३८		✓		✓	
२२. दो विषयों में अच्छा ज्ञान न होते हुए भी मेरी शैक्षिक उपलब्धि अच्छी है। ३९		✓	✓		
२३. पिछले वर्षों में मेरे प्राप्तांक अन्य वर्षों के प्राप्तांकों से अपेक्षाकृत सन्तोषजनक थे। ४०	✓				

## मापनी

	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
४१. मैं सांस्कृतिक कार्यक्रमों में भाग लेने के कारण शैक्षिक उपलब्धि में प्रगति नहीं कर पाया/पायी हूँ। ४१				✓	
४२. मेरी उच्च शैक्षिक उपलब्धि मेरे कठोर परिश्रम का परिणाम है। ४२		✓			
४३. मुझे परीक्षाओं में कम अंक इसलिए मिलते हैं कि मुझमें तर्क वितर्क करने की क्षमता नहीं है। ४३		✓			
४४. मेरी शैक्षिक उपलब्धि अपने मित्रों की अपेक्षाकृत बहुत सन्तोषजनक है। ४४			✓		
४५. पिछले दो वर्षों में मेरी शैक्षिक उपलब्धि घटती जा रही है। ४५		✓			
४६. व्यायाम एवं खेल-कूदों में रुचि न रखते हुए भी मेरी शैक्षिक उपलब्धि सन्तोषजनक नहीं है। ४६				✓	
४७. मेरी शैक्षिक उपलब्धि हमेशा उच्च इसलिये रही है कि मैं प्रश्नों का उत्तर आलोचनात्मक ढंग से दे सकता/सकती हूँ। ४७			✓		
४८. भाषा का अच्छा ज्ञान न होने से मेरी शैक्षिक उपलब्धि सन्तोषजनक नहीं है। ४८			✓		
४९. कुछ हमेशा कम मेहनत करने पर भी अच्छे अंक मिलते हैं। ४९			✓		
५०. मेरी शैक्षिक उपलब्धि अपने विद्यालय एवं अन्य विद्यालय के छात्र/छात्राओं की तुलना में कम अच्छी है। ५०		✓			
५१. मेरी शैक्षिक उपलब्धि वर्तमान समय में अपने मित्रों की तुलना में कम होती जा रही है। ५१			✓		✓
५२. हिन्दी विषय का अच्छा ज्ञान मेरी उच्च शैक्षिक उपलब्धि में सहायक है। ५२		✓			
५३. प्रयोगात्मक विषयों में अच्छा ज्ञान होने से मेरी शैक्षिक उपलब्धि हमेशा सन्तोषजनक रही है। ५३					
५४. एक विषय में कमजोर होने के कारण मेरी शैक्षिक उपलब्धि निम्न रही हैं। ५४		✓		✓	
५५. प्रत्येक विषय का अच्छा ज्ञान होने के कारण मेरी शैक्षिक उपलब्धि सामान्य रही है। ५५					
५६. तीन से अधिक विषयों में अच्छा ज्ञान होने के कारण मेरी शैक्षिक उपलब्धि में हमेशा प्रगति हुई है। ५६				✓	
५७. परीक्षा में प्रत्येक विषय में समान अंक न मिलने से मेरी शैक्षिक उपलब्धि सन्तोषजनक नहीं है। ५७		✓			✓
५८. मुझे हमेशा एक विषय में मेरी योग्यता से कम अंक मिलते हैं। ५८				✓	
५९. मुझ अन्य विषयों की अपेक्षा एक विषय में बहुत अच्छे अंक मिलते हैं। ५९		✓			
६०. वर्तमान समय में मेरी शैक्षिक उपलब्धि पिछले वर्षों की अपेक्षाकृत निम्न स्तर की है। ६०				✓	

	हाँ	अनिश्चित	नहीं
२१. मैं आशा करता हूँ कि बड़ा होकर महान व्यक्ति बनूँगा।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२२. मुझे अपने स्कूल पर गर्व है।	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
२३. पढ़ाई के बिना बड़ा सुख है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२४. मुझे अपने स्कूल के शिक्षक चरित्रवान लगते हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
२५. सफलता मिलने पर सबसे प्रशंसा मिलती है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२६. समय पर काम करना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२७. सवाल हल करना दिमाग खराब करना है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२८. मुझे शर्म आती है यदि मैं अपनी कक्षा में कोई उत्तर न दे सकूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
२९. मेरे अधिकतर मित्र पढ़ाई में कमजोर रहते हैं।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३०. मेरे भाई बहन पढ़ाई में मेरी सहायता करते हैं।	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३१. जीवन का लक्ष्य पढ़ना है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३२. मैं अपनी कक्षा में सब छात्र एवं छात्राओं को पसन्द करता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३३. मेरे विचार से गृहकार्य नहीं मिलना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३४. अध्यापकों का काम जिम्मेदारी का होता है।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३५. पढ़े लिखे लोग ही समाज में सम्मान पाते हैं।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३६. गृहकार्य सदैव समय पर समाप्त कर लेना चाहिए।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३७. स्कूल ऐसा स्थान है जहाँ कोई विद्यार्थी खुश नहीं रह सकता।	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
३८. जब मैं कक्षा में पिछड़ जाता हूँ तो मुझे बहुत श्लानि होती है।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
३९. मैं अपने साथियों की शैक्षिक समस्याएँ सुलझाने में सहायता करता हूँ।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
४०. मुझे वे अध्यापक पसन्द हैं जो हमारी सहायता करें।	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix - XIV

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**AASC**

(HINDI)

Dr. A. K. SINGH (Patna)

Dr. (Miss) A. SEN GUPTA (Patna)

कृपया निम्न विवरण दें :—

नाम—

आयु—

कक्षा (वर्ग)—

विद्यालय—

लिंग—

तारीख—

**निर्देश**

इसके पीछे के पृष्ठ पर कुछ कथन दिए गए हैं जिनका सम्बन्ध आपकी आदतों तथा आपके व्यक्तित्व व गुणों से है। प्रत्येक कथन के सामने दो खाने बने हैं जो कि उस कथन के सम्बन्ध में आपके 'हाँ' या 'नहीं' उत्तर को सूचित करते हैं। कथन को पढ़ने के बाद जो उत्तर आपके ऊपर लागू हो उसके नीचे वाले खाने में सही का निशान (✓) लगा दें। यद्यपि समय की कोई सीमा नहीं है फिर भी आप काम को यथाशीघ्र समाप्त करने का प्रयास करें। आप निःसंकोच उत्तर दें; आपका उत्तर पूर्ण रूप से गुप्त रखा जावेगा।

Estd. : 1971

Phone : 65780

**National**

**PSYCHOLOGICAL CORPORATION**  
4/230 KACHERI GHAT, AGRA - 282 004 (INDIA)

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(2)

[ 2 ]

कथन

- |   | हाँ                                 | नहीं                                |
|---|-------------------------------------|-------------------------------------|
| 1. स्कूल के प्रधानाचार्य द्वारा बुलाये जाने पर मुझे बहुत घबराहट महसूस होती है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. परीक्षा का समय नज़दीक आते ही मैं मानसिक तनाव (Mental tension) से ग्रस्त हो जाता हूँ।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3. अचानक कक्षा-अध्यापक (Class Teacher) द्वारा स्टाफ-रूम में बुलाये जाने पर मुझे बहुत डर लगता है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. देर हो जाने पर भी मुझे कक्षा में जाने से कोई संकोच नहीं होता है।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. गणित शिक्षक के आते ही मैं ऐसा महसूस करता हूँ कि मुझे कुछ नहीं आता है और सब कुछ भूल गया हूँ।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6. अचानक अगर किसी कार्य वश भी स्कूल के कार्यालय में जाना पड़ा तो मुझे डर लगता है।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7. अगर मेरे माता-पिता के साथ शिक्षकों का वार्तालाप होता है तो वे मेरे बारे में क्या कह रहे होंगे, इसकी मुझे चिन्ता होती है।                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 8. मैं हमेशा अच्छे परीक्षाफल के लिए सोचता हूँ।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 9. गृह-कार्य (Home work) नहीं करके जाने पर भी कक्षा में जाने से मुझे डर नहीं लगता है।   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10. किसी भी विषय में निम्न प्राप्तांक (Low marks) आने पर मैं उसे दोस्तों एवं घर वालों को दिखाने में लज्जा का अनुभव करता हूँ।                  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11. कक्षा अध्यापक (Class Teacher) अगर खड़ा करके कोई प्रश्न पूछें तो मुझे डर लगने लगता है।   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 12. इंग्लिश के शिक्षक द्वारा अचानक क्लास में कुछ पूछे जाने पर मुझे घबड़ाहट महसूस होती है।   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 13. अगर मुझे यह पता चलता है कि किसी छात्र या मेरे दोस्त को अनुशासित न होने के कारण बड़ी सजा मिलने वाली है तो मैं काफी तनावग्रस्त हो जाता हूँ। | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14. परीक्षा के समय अक्सर मैं यह स्वप्न देखता हूँ कि प्रश्न-पत्र मिलने पर भी मुझे कुछ याद नहीं आ रहा है।                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15. पढ़ाने समय यदि कक्षा अध्यापक मेरे सामने आकर खड़े हो जाते हैं तो मैं भी सचेत हो जाता हूँ।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16. प्रधानाचार्य से बात करने में मुझे कोई घबराहट नहीं होती है।  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17. परीक्षा शुरू होने के समय से कुछ पूर्व अगर मैं स्कूल नहीं जा पाता हूँ तो मुझे चिन्ता होती है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 18. कक्षा में पहली बेंच पर मैं कभी नहीं बैठता हूँ।  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19. परीक्षा कब शुरू होगी इसकी उत्सुकता मुझे हमेशा बनी रहती है।  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 20. संस्कृत का अध्ययन मेरे लिए मानसिक तनाव का कारण बन जाता है क्योंकि मुझे संस्कृत का उच्चारण बहुत ही कठिन लगता है।                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

आगे के पृष्ठों में कुछ कथन लिखे हुए हैं। आप अपने शैक्षिक उपलब्धि (परीक्षाफल) के बारे में किस प्रकार भिन्न-भिन्न रूप से सोचते हैं, उसी से सम्बन्धित कथन भी हैं। प्रत्येक कथन के आगे पाँच सम्भावनाएँ (पूर्णतः सहमत, सहमत, अनिश्चित, असहमत, पूर्णतः असहमत) दी गई हैं। इन सम्भावनाओं में आपको अपने विषय में जो उत्तर सही प्रतीत होता है, उस खाने में सही (✓) का निशान लगाइये। यह आपकी परीक्षा नहीं, एवं न ही कोई उत्तर सही या गलत है। आप स्वयं के बारे में जिस ढंग से सोचते एवं समझते हैं उसी प्रकार प्रत्येक कथन के आगे दी गई सम्भावनाओं में से एक सम्भावना पर निशान लगाकर उत्तर दीजिये, सफ़ीच या डरने की कोई बात नहीं है। कोई भी कथन बिना उत्तर दिये छोड़ा नहीं है। आपके द्वारा दिये गये उत्तरों को गोपनीय रखा जायेगा।

मापनी

	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
१. मेरी शैक्षिक उपलब्धि अपने भाई-बहनों की अपेक्षाकृत अच्छी है। १			✓		
२. मुझे हमेशा सामान्य योग्यता रखते हुए भी २		✓			
अच्छे अंक मिलते हैं।			✓		
३. मेरी शैक्षिक उपलब्धि कक्षा में योग्य विद्यार्थी ३					
होते हुए भी अन्य की अपेक्षाकृत निम्न रहती है।				✓	
४. मुझे जिस विषय में अच्छा ज्ञान रहता है उसमें ४			✓		
हमेशा कम अंक मिलते हैं।				✓	
५. मुझे पिछली परीक्षाओं में मेरी योग्यता ५				✓	
अधिक अंक मिले हैं।					
६. मेरी सचि वाद विवाद प्रतियोगिताओं में ६					
अधिक होने के कारण शैक्षिक उपलब्धि में			✓		
सन्तोषजनक प्रगति नहीं कर पाया/पायी है।					
७. मेरी शैक्षिक उपलब्धि मेरी योग्यतानुसार ७					
ठीक है।			✓		
८. पिछले एक वर्ष से मेरी शैक्षिक उपलब्धि कम ८			✓		
हो गई है।					
९. अपने पड़ोस के सभी छात्र/छात्राओं में सबसे ९			✓		
अधिक अंक मुझे ही मिलते हैं।					
१०. प्रश्नों की व्याख्या उपयुक्त ढंग से न कर पाने १०			✓		
के कारण मुझे हमेशा कम अंक मिलते हैं।					
११. साधारण योग्यता रखते हुए भी मुझे हमेशा ११			✓		
परीक्षा में अच्छे अंक मिलते हैं।					
१२. मेरी शैक्षिक उपलब्धि अपने भाई बहनों की १२		✓	✓		
शैक्षिक उपलब्धि का तुलना में निरन्तर बढ़ती जा रही है।					
१३. सामान्य बुद्धि होते हुए भी मुझे परीक्षाओं में १३	✓				
सन्तोषजनक अंक मिलते हैं।					
१४. अपने समूह के साथियों में मेरी शैक्षिक १४		✓			
उपलब्धि उच्च है।					
१५. मुझे हमेशा परीक्षाओं में अन्य विद्यार्थियों १५			✓		
के अपेक्षाकृत अच्छे अंक मिलते हैं।					
१६. वर्तमान समय में मेरी शैक्षिक उपलब्धि १६		✓			
पिछले वर्षों से अच्छी रही है।					
१७. निराश्रय करने की अच्छी शक्ति होने के १७		✓			
कारण मेरी उत्तम शैक्षिक उपलब्धि रही है।					



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मापनी

क्र.सं. प्रश्नः	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
१. अपने उच्च के छात्र/छात्राओं में मेरी शैक्षिक उपलब्धि निम्न स्तर की रही है।					
२. पहले दो वर्षों की तुलना में वर्तमान समय में मेरी शैक्षिक उपलब्धि अधिक अच्छी है।			✓	✓	
३. मेरी शैक्षिक उपलब्धि अपने सहयोगियों में उच्च है।					
४. मेरी शैक्षिक उपलब्धि हमेशा खेल-कूदों में व्यस्त रहने से निम्न स्तर की रही है।	✓				
५. पाठ्यक्रम सहगामी क्रियाओं की अपेक्षाकृत शैक्षिक कार्यों में मेरी उपलब्धि अच्छी है।				✓	
६. मेरी पिछले वर्षों की शैक्षिक उपलब्धि वर्तमान शैक्षिक उपलब्धि से कहीं अधिक बढ़-चढ़ कर थी।			✓		
७. मेरी खेलों एवं शिक्षा में उपलब्धि लगभग समान रही है।				✓	
८. मेरी अच्छी स्मरण शक्ति परीक्षाओं में अच्छे अंक प्राप्त करने में सहायक है।		✓			
९. मेरी शैक्षिक उपलब्धि केवल अध्ययन में ध्यान लगाये रखने पर भी अच्छी नहीं रहा है।				✓	
१०. मुझे भाषा का अच्छा ज्ञान होने के कारण परीक्षा में अच्छे अंक मिलते हैं।					
११. मेरी शैक्षिक उपलब्धि चंचल दिमाग होने के कारण अच्छी नहीं रही है।		✓			
१२. मुझे लगता है कि मेरी लगन मुझे अच्छे अंक प्राप्त करने में सहायता करती है।				✓	
१३. कक्षा के योग्य विद्यार्थियों की अपेक्षाकृत मेरी शैक्षिक उपलब्धि उच्च है।		✓			
१४. सभी प्रकार के विषयों में अच्छा ज्ञान न रखते हुए भी मेरी शैक्षिक उपलब्धि अच्छी नहीं है।			✓		
१५. मेरी शैक्षिक उपलब्धि में पिछले तीन वर्षों से निरन्तर प्रगति हुई है।				✓	
१६. मेरी शैक्षिक उपलब्धि सांस्कृतिक कार्यक्रमों में भाग लेते हुए भी उच्च स्तर की रही है।			✓		
१७. मेरी शैक्षिक उपलब्धि स्मरण शक्ति के कमजोर होने के कारण निम्न स्तर की रही है।			✓		
१८. मेरी शैक्षिक उपलब्धि परीक्षा में प्रश्नों को ठीक ढंग से न समझ पाने के कारण सदैव सामान्य रही है।				✓	
१९. मुझे परीक्षा में साधारण मेहनत करने के बाद भी हमेशा अच्छे अंक मिलते हैं।		✓			
२०. मुझे चिंतन एवं विचार शक्ति की कमी होने के कारण परीक्षा में अच्छे अंक नहीं मिल पाते हैं।			✓		
२१. कक्षा में कमजोर विद्यार्थी होते हुए भी मेरी शैक्षिक उपलब्धि अन्य विद्यार्थियों की तुलना में अच्छी है।		✓		✓	
२२. दो विषयों में अच्छा ज्ञान न होते हुए भी मेरी शैक्षिक उपलब्धि अच्छी है।		✓	✓		
२३. पिछले वर्षों में मेरे प्राप्तांक अन्य वर्षों के प्राप्तांकों से अपेक्षाकृत सन्तोषजनक थे।	✓				



## मापनी

	पूर्णतः सहमत	सहमत	अनिश्चित	असहमत	पूर्णतः असहमत
४१. मैं सांस्कृतिक कार्यक्रमों में भाग लेने के कारण शैक्षिक उपलब्धि में प्रगति नहीं कर पाया/पायी हूँ। ४१				✓	
४२. मेरी उच्च शैक्षिक उपलब्धि मेरे कठोर परिश्रम का परिणाम है। ४२					
४३. मुझे परीक्षाओं में कम अंक इसलिए मिलते हैं कि मुझमें तर्क वितर्क करने की क्षमता नहीं है। ४३	✓				
४४. मेरी शैक्षिक उपलब्धि अपने मित्रों की अपेक्षाकृत बहुत सन्तोषजनक है। ४४			✓		
४५. पिछले दो वर्षों में मेरी शैक्षिक उपलब्धि घटती जा रही है। ४५	✓				
४६. व्यायाम एवं खेल-कूदों में रुचि न रखते हुए भी मेरी शैक्षिक उपलब्धि सन्तोषजनक नहीं है। ४६				✓	
४७. मेरी शैक्षिक उपलब्धि हमेशा उच्च इसलिए रही है कि मैं प्रश्नों का उत्तर आलोचनात्मक ढंग से दे सकता/सकती हूँ। ४७			✓		
४८. भाषा का अच्छा ज्ञान न होने से मेरी शैक्षिक उपलब्धि सन्तोषजनक नहीं है। ४८			✓		
४९. मुझे हमेशा कम मेहनत करने पर भी अच्छे अंक मिलते हैं। ४९			✓		
५०. मेरी शैक्षिक उपलब्धि अपने विद्यालय एवं अन्य विद्यालय के छात्र/छात्राओं की तुलना में कम अच्छी है। ५०	✓				
५१. मेरी शैक्षिक उपलब्धि वर्तमान समय में अपने मित्रों की तुलना में कम होती जा रही है। ५१			✓	✓	
५२. हिन्दी विषय का अच्छा ज्ञान मेरी उच्च शैक्षिक उपलब्धि में सहायक है। ५२	✓				
५३. प्रयोगात्मक विषयों में अच्छा ज्ञान होने से मेरी शैक्षिक उपलब्धि हमेशा सन्तोषजनक रही है। ५३					
५४. एक विषय में कमजोर होने के कारण मेरी शैक्षिक उपलब्धि निम्न रही है। ५४	✓				
५५. प्रत्येक विषय का अच्छा ज्ञान होने के कारण मेरी शैक्षिक उपलब्धि सामान्य रही है। ५५			✓		
५६. तीन से अधिक विषयों में अच्छा ज्ञान होने के कारण मेरी शैक्षिक उपलब्धि में हमेशा प्रगति हुई है। ५६				✓	
५७. परीक्षा में प्रत्येक विषय में समान अंक न मिलने से मेरी शैक्षिक उपलब्धि सन्तोषजनक नहीं है। ५७	✓			✓	
५८. मुझे हमेशा एक विषय में मेरी योग्यता से कम अंक मिलते हैं। ५८			✓		
५९. मुझ अन्य विषयों की अपेक्षा एक विषय में बहुत अच्छे अंक मिलते हैं। ५९	✓				
६०. वर्तमान समय में मेरी शैक्षिक उपलब्धि पिछले वर्षों की अपेक्षाकृत निम्न स्तर की है। ६०				✓	